

Town of Wake Forest

Wake County

An Action-Oriented Community Diagnosis

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Table of Contents

| | |
|--|----|
| Many Thanks | ii |
| Executive Summary | 1 |
| Introduction..... | 3 |
| I. A Brief History of Wake Forest | 3 |
| II. Growth and Development | 5 |
| Background | 5 |
| Observations | 7 |
| Service Provider Perspective | 8 |
| Community Member Perspective | 9 |
| Comparison of Service Provider and Community Member Perspectives | 10 |
| At the Forum | 10 |
| Forum Results | 11 |
| II. Transportation | 12 |
| Background | 12 |
| Observations | 12 |
| Service Provider Perspective | 13 |
| Community Member Perspective | 14 |
| Comparison of Service Provider and Community Member Perspectives | 14 |
| IV. Community Identity..... | 15 |
| Observations | 15 |
| Service Provider Perspective | 16 |
| Community Member Perspective | 17 |
| Comparison of Service Provider and Community Member Perspectives | 18 |
| At the Forum | 18 |
| Forum Results | 19 |
| V. Race Relations | 20 |
| Background | 20 |
| Observations | 20 |
| Service Provider Perspective | 22 |
| Community Member Perspective | 23 |
| Comparison of Service Provider and Community Member Perspectives | 24 |
| At the Forum | 24 |
| Forum Results | 24 |
| VI. Class Differences | 25 |
| Observations | 25 |
| Service Provider Perspective | 26 |
| Community Member Perspective | 26 |
| Comparison of Service Provider and Community Member Perspectives | 27 |
| At the Forum | 27 |

| | |
|--|----|
| Forum Results | 28 |
| VII. Education..... | 29 |
| Background | 29 |
| Public School Redistricting..... | 30 |
| Observations | 30 |
| Service Provider Perspective | 31 |
| Community Member Perspective | 31 |
| Comparison of Service Provider and Community Member Perspectives | 32 |
| At the Forum | 32 |
| Forum Results | 33 |
| VIII: Methodology | 34 |
| Secondary Data Analysis | 34 |
| Establishing Rapport with the Community..... | 34 |
| Identifying and Recruiting Key Informants..... | 36 |
| Developing and Testing Interview Guides | 36 |
| Data Coding and Analysis | 37 |
| The Community Forum..... | 38 |
| Identifying the Forum Planning Committee | 38 |
| Forum Planning Process | 38 |
| Event Summary..... | 39 |
| IX. Limitations and Future Considerations..... | 41 |

Table of Appendices

| | |
|---|-------------------------------------|
| APPENDIX A. COMPLETE IRB MATERIALS | 43 |
| APPENDIX B. WAKE FOREST AOCD ACTIVITIES | 67 |
| APPENDIX C. CODING TREE..... | 69 |
| APPENDIX D. FORUM FLYER..... | 71 |
| APPENDIX E. SOLICITATION LETTER..... | 72 |
| APPENDIX F. FORUM INVITATION LETTER | 73 |
| APPENDIX G. FORUM PRESENTATION | 74 |
| APPENDIX H. TRIGGERS AND ORID QUESTIONS..... | 77 |
| APPENDIX I. LOCAL NEWSPAPER ARTICLES | Not available in electronic edition |

Executive Summary

An Action-Oriented Community Diagnosis (AOCD) is an assessment procedure by which outsiders learn about the quality of life and capacity of a community. The purpose of the AOCD process is to collect, analyze, and summarize perspectives of community members and service providers on the community's existing resources, assets, and needs. This process is culminated by a community forum where community stakeholders engage in dialogue about community assets and needs, and collaborate on action steps to improve current situations.

From September 2004 to April 2005, our team of five students from the University of North Carolina at Chapel Hill, School of Public Health completed an AOCD in the community of Wake Forest, North Carolina. Wake Forest is located in Wake County, 16 miles away from Raleigh. This community was defined by the political boundaries of the town of Wake Forest. We were guided by two co-preceptors: Regina Petteway, Director of Community Initiatives at Wake County Human Services, and Bettie Murchison, Executive Director of the DuBois Center.

We conducted participant observations of community events, and collected secondary data sources on the town's history, education, growth and development, transportation, and demographics. We conducted 20 interviews of service providers and community members and 4 focus groups of youth, seminary students, and adult community members. Our analysis from observations, secondary data, and perspectives from both service providers and community members generated the following themes in the following areas of interest: growth and development, transportation, community identity, race relations, class differences, and education. At a community forum held on April 14, 2005 in Wake Forest, we presented the theme results for discussion and to determine action steps. The following is a summary of themes and key action steps:

- Transportation Theme:* Community members and service providers agreed that public transportation is a major need for the community. Residents without cars face great difficulty in accessing services, because many are located 16 miles away in Raleigh.

Key Forum Action Step: Transportation was considered a secondary domain because it was identified in interviews but was not discussed at the forum. Instead, ideas pertaining to transportation were subsumed in the growth and development conversation.
- Growth and Development theme:* The majority of community members and service providers felt that growth and development in Wake Forest is a positive change, however, the infrastructure necessary to sustain such growth and accommodate lower income communities is not in place.

Key Forum Action Step: Form a watchdog group or citizen advisory council that is responsible for the monitoring of growth and development decisions being made by town administrators and departments, and communicating information about those decisions to the rest of the community.
- Community Identity Theme:* Community members and service providers agreed that community pride and identity are assets to Wake Forest, but most community members and service providers interviewed would like to see the town's pride and spirit translated into more involvement and communication.

Key Forum Action Step: Form an ambassador program to provide and guide newcomers to Wake Forest with information to help newcomers find a niche in the community.
- Race Relations Theme:* Community members and service providers agreed that racial interaction is minimal between African American, Caucasian, and Latino communities in Wake Forest.

Key Forum Action Step: Form a discussion group to address and initiate race relations improvement including educating town officials and asking for donations to cover sport league fees for minority children.
- Class Differences Theme:* Most community members and service providers felt that there is a growing socioeconomic divide in Wake Forest which hinders the provision of services as well as the sense and function of a collective community.

Key Forum Action Step: Upgrade infrastructure in low income neighborhoods including home repair, improvement of sidewalks, and access to supermarkets.
- Education Theme:* Community members and service providers were concerned about the present and future capabilities of Wake County public schools to accommodate the needs of students and families in Wake Forest.

Key Forum Action Step: Educate and involve parents, community members, and town officials on school growth and planning issues, strategy options, and future Wake County school system plans through an Education Forum.

Introduction

This document is the final report of the AOCD process. It is intended to be useful to Wake Forest community members and service providers to take action to address the needs identified. The report begins with Section I, a brief historical context for the present assessment. Sections II-VII provide secondary data (if available for that area of interest), observations, and summaries of service provider and community member perspectives on the subjects of greatest interest and concern to the community. Section VIII provides a description of the methods our team used to gather information, conduct interviews and focus groups, analyze data, and plan and conduct the community forum. Each of these content sections closes with a summary of the discussion that occurred at the community forum, including the specific action steps for the future. Section IX concludes the paper with a discussion of limitations and future considerations.

I. A Brief History of Wake Forest

In 1820, Dr. Calvin Jones bought 615 acres of land 16 miles north of Raleigh in Wake County. In the early 1830s, the North Carolina Baptist State Convention began to organize and members perceived a common need for an institution to educate young men as ministers (Harper & McKennon, 2000). In 1832, the North Carolina Baptist State Convention saw Dr. Jones's advertisement in the Raleigh paper, where he described the community as:

“One of the best neighborhoods in the state, the Forest District containing three schools (one classical) and two well constructed and well filled meeting houses for Baptists and Methodists, and has a lawyer and a doctor. The inhabitants, without I believe a single exception, are sober, moral and thriving in their circumstances, and not a few are educated and intelligent.” (Historic District and Property Commission, 1995)

The North Carolina Baptist State Convention purchased the property for \$2000 and began plans to develop the Wake Forest Institute, an educational institution. Wake Forest Institute received a charter to open its doors in February 1834 (Harper & McKennon, 2000). In 1838, Wake Forest Institute was re-chartered as Wake Forest College (WFC), with climbing enrollment (ibid.). In 1862, amidst Civil War conflicts, WFC was forced to suspend formal classes while the Confederate army housed its hospital in the college facilities. During this time, faculty tirelessly continued to teach their students without receiving a salary. The faculty and administration took great pride in their commitment to education despite the troubling times. Although the college was closed, no student seeking an education was denied, and enrollment actually grew each year (ibid.).

Wake Forest began as an unincorporated village on the Raleigh and Gaston railroad route, north of the City of Raleigh. Trustees of WFC tried to convince the railroad company to build a “place of reception” near the college. In 1874, the railroad depot was moved from a neighboring community (Forestville) to the east side of campus (Murray, 1983). L.L. Polk remarked that the trains would stop near campus in “the midst of a rural village, and in a neighborhood of sobriety and thrift.” (ibid.) The arrival of the railroad station brought commercial development to WFC, including a cotton gin and mill, iron foundries and wood planing mills (Wake Forest Chamber of Commerce, 2004). At the end of the nineteenth century close to 450 people lived in the community. In response to the growth, the community drafted its first charter in 1909 to become the Town of Wake Forest (Historic District and Property Commission, 1995).

The prestige that WFC had gained across the South soon led to sweeping change for the college and the Town of Wake Forest. In 1946, the WFC Board of Trustees and the Southern

Baptist Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the college to Winston-Salem (Wake Forest University, n.d.). WFC moved permanently in 1956. The campus was sold to the Southern Baptist Convention which established the Southeastern Baptist Theological Seminary (hereafter referred to as the Seminary) in its place (Harper & McKennon, 2000).

II. Growth and Development

Background

Over the past 15 years, Wake Forest, which encompasses 7.8 square miles, has experienced a burst of population growth and new development. In 1990, the Census reported Wake Forest's population as 5,769. In the 2000 Census, the population had more than doubled – totaling 12,588. Data collected as recently as 2002 report continued growth to more than 14,634 (City Data, 2005) and community members and local service providers estimate it to be close to 20,000 today. This growth occurred concurrently with growth in Wake County (up 10 % from 2000-2003) and North Carolina (up 4.5 %) (US Census, Carolina Quick Facts, 2000). The number of households in Wake Forest has increased from 2,143 (in 1990) to 4,617 (in 2000). The median value of owner-occupied houses has nearly doubled from \$78,800 in 1990 to \$143,500 in 2000. Though the current value is slightly below that of comparable housing units in Wake County (\$162,900), it is well above the median value for North Carolina (\$108,300) (US Census, Carolina Quick Facts, 2000). The median household income reported in the 2000 Census was \$54,988, which surpassed the median income in 1990. The economic health of the community is further reflected in its low unemployment rate; only 1.6% of residents were unemployed at the time of the 2000 Census.

In addition to being a growing community, Wake Forest is a young community. The 2000 Census reported the median age as 31.5 years. (US Census, Carolina Quick Facts, 2000) The average family size has remained nearly the same over the past decade. In 1990, the Census recorded the average family size as 3.05 individuals and in 2000 it was 3.11 individuals. The growth experienced in Wake Forest therefore cannot be attributed to explosions in family size, but rather to new families moving into the community.

Growth is not a new issue for Wake Forest. Back in 1993, in response to the growth of the community and to concerns for downtown revitalization, members of the Wake Forest Chamber of Commerce and the Downtown Revitalization Corporation (DRC) invited the North Carolina Downtown Development Association (NCDDA) to send a technical assistance team to Wake Forest to help them conduct a rapid assessment of the strengths and weaknesses of Wake Forest's downtown. The 1993 report emphasized the role and capacity of the DRC to promote positive change. This report provided a special opportunity for reflection on the opinions and perceptions of community members in 2005 in comparison with those that were expressed during that assessment process over a decade ago.

Some of the general strengths of the Wake Forest downtown were described as (North Carolina Downtown Development Association, 1993):

- Perceived as safe
- Utilities are underground
- Adequate parking
- The town is "Not Cary"
- Good schools
- Good city staff
- Library is in downtown
- Good heritage and historic value

Some of the general weaknesses mentioned in the report included:

- The condition and appearance of buildings, sidewalks, streets and yards
- A lack of organized creative activities
- Gateways and community entrances
- Lack of pride

Some of the concerns and comments in the 1993 report were repeated as we interviewed Wake Forest residents and service providers. The report briefly mentioned the Seminary as an untapped resource, and suggested that the town “rekindle a good relationship” by working with the Seminary on downtown development issues. A large section of the report focused on economic development, but surprisingly this section did not mention the exodus of WFC in 1956 as a historical factor that shaped the economic situation for the downtown. The report noted that there are too few businesses downtown, too little variety of stores and merchandise, poor location of stores in relation to one another and few cultural arts activities and facilities. In 1993 there were, however, grocery stores located in or near downtown, but there are none today.

Observations

Early in our experience with Wake Forest, the AOCD team noticed the rapid growth and development in the community. The issue of growth was first discussed at length during our windshield tour with our preceptors and a community member who accompanied us. We were told on several occasions about the influx of out-of-state residents, and this was supported by observations at several community events. For example, many booths at the 2004 Wake Forest Business Expo (the biggest one yet, according to organizers) targeted newcomers specifically. These vendors included banks, the YMCA, the local newspaper and home mortgage companies.

Route 1 leading into Wake Forest is lined with new strip malls and construction on both sides of the road. In the past two years, Wal-Mart, Super Target, Kroger’s and several other

large corporate chains have moved to this part of Wake Forest. There are signs that development continues; the shoulders of the Route 1 have been cleared and marked with orange cones. Much of this development is occurring on the outskirts of the town, predominantly in the areas adjacent to Raleigh. New residential developments offer a wide range of housing options from entry level starting at \$135,000 to luxury homes approaching \$1,000,000.

This growth and development has had a noticeable impact on traffic. Nearly every trip the team took into Wake Forest, regardless of the time of day, meant traveling on a heavily congested street until we reached the middle of Wake Forest. This was not a problem once we arrived downtown, however, because downtown seemed to be missing out on all the development. We observed that many businesses in the downtown area had closed or were going out of business. There is no grocery store downtown and the only public medical service currently available to the Wake Forest community is one walk-in clinic.

Service Provider Perspective

“[People] think we need to keep the quaint shops downtown, because they are really charming. But those shops are expensive, so if Wal-Mart is cheaper, why go downtown?”
– Service Provider

All of the service providers acknowledged the exceptional growth that Wake Forest has been experiencing in population and development. Most expressed positive feelings about the current growth in Wake Forest, but several service providers also recognized the loss of small-town atmosphere as a consequence of growth. Several service providers were concerned that Wake Forest is becoming a bedroom community for people who work in Raleigh. Currently, most of the new developments and subdivisions in Wake Forest are in the outskirts of town and along US Route 1. One provider felt that growth away from downtown was necessary because

downtown does not offer affordable shopping. However, another service provider stated that the growth is only beneficial for upper income communities: “there’s been a surge of houses that start at \$500,000, but the low income communities are not being supported.” In order for Wake Forest to keep up with growth and development, the majority of the service providers saw a need for developing a supportive infrastructure for all people in the community.

Community Member Perspective

“There’s still some division of opinion with growth, whether good or not, how to integrate it for the well-being of the community at large, make it work. There’s anxiety that growth will destroy the small town, for example, the merging of the water systems means becoming a subsidiary of Raleigh. Those issues will continue. While the town seems to welcome new folks and benefit from new folks, we can’t go on forever saying ‘well, we are not the town we used to be.’ It’s important for Wake Forest to embrace the future. I think that can be done.” –Community Member

The small-town atmosphere of Wake Forest attracted several community members when they were making a decision to move near the Raleigh area. However, most community members stated that growth and development are necessary to bring opportunities and convenience to the community. Many community members also feel that the surge in growth has its consequences, including traffic congestion, elevation of property prices, merging water systems, and lack of infrastructure. According to one community member, “traffic is a nightmare and there is no way to fix it. Half of the town has no water pressure because the town merged with Raleigh. It’s been very, very poor planning.” Other community members feel the effects of growth in their churches and schools, many of which are trying to accommodate a booming population. Some community members have also observed the conflicting interests between growth on the outskirts of the town and downtown revitalization.

According to the majority of the community members, Wake Forest is changing rapidly and it is affecting their daily lives: “Wakefield was a horse farm, but now it’s a planned community contiguous with Wake Forest... [Wake Forest is] becoming a different community. The political boundaries may be less significant than in the past. The daily living here is undergoing major change.”

Comparison of Service Provider and Community Member Perspectives

While the lower and middle income community members appreciate the improved access to services moving in on the outskirts of town, service providers are a little more skeptical about the long-term benefits of growth. Compared to community members, service providers make more distinctions between development that serves the whole community and development that only serves high income newcomers, like the expensive new residential developments or developments driving distance away. Community members were also more likely to talk about small-scale issues like lack of sidewalks in neighborhoods, poor storm water drainage near current construction, and a lack of repair and beautification efforts outside of downtown.

At the Forum

On the night of the forum, the student team presented the major thematic summary of interview feedback on growth and development: There is agreement among most of those interviewed that the growth and development in Wake Forest is a positive change; however, the infrastructure necessary to sustain such growth and accommodate lower income communities is not in place. About 16 people chose to join a small group discussion on growth and development in Wake Forest using the ORID technique and quotations as triggers for discussion (Appendix H). This small group was diverse, 9 White and 7 Black participants, most of whom the student team had neither interviewed nor met.

Forum Results

The results of the discussion were recorded in two groups – “change needed” and “steps” for future action. The changes needed were identified by the group as follows:

- Sidewalks through out the entire community, particularly on collector streets
- Realization of the downtown revitalization plan
- A small bus route around town
- Leaders in planning and development need to “stick to the plan” and not give in to just any deal
- Leaders need to be more proactive and less reactive
- Better communication of town plans / actions, possibly via bulletin board or newspaper
- Fill the vacancy for a Communications Director for the town
- Cross-access between shopping centers, to ameliorate the traffic problems
- Better planning of storm water run-off before construction projects begin
- Beautification projects within smaller communities, like the DuBois neighborhood

After brainstorming the kinds of changes needed to deal with problems in growth and development, the facilitator asked whether the group wanted to focus on one problem and formulate action steps, or if they were more comfortable offering ideas for steps to address more than one kind of change needed. The community members opted to talk about all the changes needed. These are the action steps that were identified:

- Churches should organize an alternative transportation option, possibly with a small fee
- Individuals should support local businesses whenever possible
- Individuals should vote for the transportation bond referendum
- The town should commission a transportation needs assessment
- The town should get in touch with regional transportation sources like TTA, petition for a bus route to come to Wake Forest
- Community members should form a watchdog group or citizen advisory council that is responsible for monitoring the decisions being made by town administrators and

departments, and communicating information about those decisions to the rest of the community through a website, blog or something similar

- Get district representation
- If you don't like the decisions, run for town council

No individual community members took responsibility for any of these actions at the forum itself because the group ran out of discussion time, however, the student team would like to encourage community members who read this summary to consider carefully what effort they might be able to contribute.

II. Transportation

Background

Wake Forest as a community began in the 1870s as a railroad depot on the Raleigh and Gaston route to serve students attending the college. Following the establishment of a railroad depot, Wake Forest began to experience commercial growth. During the early and mid-1900s, the automobile became the major mode of transportation in Wake Forest, phasing out the railroad. Today, there are 2 major roads that flow in and out of downtown Wake Forest. School buses, church vans, and Senior Center vehicles are the current transportation alternatives available in Wake Forest.

Observations

The only means of transportation that we saw in Wake Forest was the automobile. The team did not observe public transportation of any sort. Although several people told the team that taxis serve the area, no one on the team recalled seeing such vehicles during trips into the community. In the downtown area, people were seen walking dogs on the sidewalk, however

there is no sidewalk in the Northeast (DuBois) section of Wake Forest, so residents there must walk in the streets. A sidewalk is expected to be installed along one side of a street in that neighborhood. Team members shared a concern for the lack of transportation options for residents without cars and the need for more attention to pedestrian convenience and safety.

Service Provider Perspective

"There is no public transportation in Wake Forest, which is a disadvantage for many parents who want to come to the school to make a meeting, and they can't get here."

– Service Provider

Transportation was defined by many service providers as one of the major challenges related to growth. The infrastructure was not prepared for the growing number of people in Wake Forest, as there are only two roads that flow in and out of town. Service providers concurred that there is no mass public transportation in Wake Forest. Service providers also mentioned that the Triangle Transit Authority (TTA) has plans to establish service in Wake Forest and there has been discussion about a light rail stop, however, none of the service providers knew when or if these plans will become a reality. One service provider recognized that there are parents who cannot make school meetings because they cannot arrange transportation. Others explained that residents without cars face great difficulty in accessing services because many services are located sixteen miles away in Raleigh.

According to the opinion of one service provider, the "first issue to solve is roads." However, two other service providers said that there is no need for public transportation in Wake Forest. There was no consensus among service providers about how to solve the problems with access and transportation.

Community Member Perspective

“There are a lot of people, particularly in the Northeast of town, who are isolated more and more. They need a place to walk and get groceries. But, a number of mercantile businesses - groceries, clothing - that variety of services are not available to people without cars.” – Community Member

All interviewed community members indicated that there is no public transportation in Wake Forest, and the majority felt that it would be a benefit to the community to have such services. Most residents referenced personal cars or taxis as the main modes of transportation to jobs or services. According to a few community members, there are some transportation services in the community such as the TTA, but services are limited. Another community member mentioned that taxi services are difficult to hire, because most require a reservation in advance and charge the same way a limousine does. Several community members also recognized that an absence of public transportation leads to limited access to services such as health care which are located in Raleigh. A majority of community members felt that seniors, students, single parents, and low income families were most at need for public transportation. One community member also felt that women in the Latino community have access to cars but they are afraid to drive on busy roads. Looking toward the future, community members hope that the proposed light rail system adds a stop in Wake Forest.

Comparison of Service Provider and Community Member Perspectives

All community members and the majority of service providers agree that public transportation is a major need for the community. Both groups agree that lack of public transportation can be a barrier to access to services, however, they are not certain when public transportation will become available in Wake Forest.

The Forum Planning Committee felt that transportation was important to Wake Forest. However, they felt that without the presence of officials from the Department of Transportation and TTA at the forum, it would be difficult for the community to develop legitimate action steps to address the issue. Therefore, transportation is considered a secondary domain because it was identified in both the community member and service provider interviews as an issue but it was not discussed at the forum. Instead, ideas pertaining to transportation were subsumed in the growth and development conversation and appear in that forum summary.

IV. Community Identity

Observations

There are certain landmarks the team associated with Wake Forest after many visits: the Seminary, the Historic District, the cotton mill (now Mill Village), the railroad track, White Street and downtown, and the signs for Heritage. However, we perceived that community identity also formed around more personal things than these physical markers.

Two aspects of community identity – the love of small-town, close-knit community and the desire for development and growth – are existing in a delicate balance in Wake Forest. Those who were born and raised in Wake Forest told our team that this is the kind of place where people are always helping each other out, no matter how little they have. An example of this was seen at the Turkey Giveaway, where people of modest incomes were helping the event organizers prepare tables and pre-bagged turkey dinners. The team’s perception of the “Old Wake Forest” identity is that of a small, educated community where everyone knew each other. Wake Forest newcomers, on the other hand, know little of this community identity. They often

referred to Wake Forest as simply an address for their homes or the place where they sleep at night. From our experience, however, many Wake Forest residents still have a small-town sensibility because attendees of the Business After-Hours, vendors at the Business Expo and even waiters and waitresses in restaurants would recognize us as “outsiders” and ask why we were in Wake Forest or assume we were Seminary students.

Service Provider Perspective

“It’s steeped in tradition, with Wake Forest College... there are lots of traditions that keep it a small town, and I think that’s what attracts people to it.” – Service Provider

The service providers all agreed that the tradition, history and spirit of Wake Forest are an asset to the town. According to many service providers, having a small-town atmosphere and sense of community pride has not only attracted newcomers to the area, but it has also created a cohesive community where residents want to be involved. On the other hand, with the new growth Wake Forest has struggled to maintain its small-town identity. One service provider mentioned that growth has caused Wake Forest to develop “more of an independent spirit. We’d love for people in the developments to be a part of the community, but it’s hard because so many are new - we need to work to educate them to come downtown instead of going to Raleigh or Wakefield.” All of the service providers agree that there are many different communities within Wake Forest, each with their own identity: Heritage, Mill Village, Historic District, Smith Creek, DuBois Center community, and Staffordshire. “I think we all feel a connection to Wake Forest, but if you ask the people in the Mill Village if they feel a part of the DuBois Center community, they would say, ‘no.’” Service providers recognized the need to increase communication between neighborhoods and to encourage newcomers to share community pride.

Community Member Perspective

“There’s a sense of rooted-ness, history, and heritage. People feel like it’s a nice place to live, not just a new town-although there is a lot of newness around it. This is an old town, with a sense of connectivity with the past. It still has those old houses that are charming. Many people still know each other - there is a sense of community and an openness to new people.”-Community Member

Community members agree that the small-town atmosphere and sense of community pride are major attractions to new families and retirees moving to Wake Forest. However, community members feel that the growth is challenging residents’ connection with the community: “Too many people have no connection with Wake Forest. We need to get them to feel a part of the community.” One need that some community members expressed is involving new community members and retirees in politics and community service organizations: “I would wish for more community involvement. People want change but they’re selfish. They need to participate to create change. If people were more open-minded and got involved it would help.”

On the other hand, some community members feel that when there is a need, individuals rather than corporations are the ones who rally to help. A few community members think that churches - known as a strong social force in Wake Forest - should play a role in collectively providing services for the community: “The churches form communities within the community. That’s one of the weaknesses in Wake Forest...That’s sad to me because churches have so much more in common than what divides us and we ought to work together as much as we can to serve the people here.” Some community members emphasized the need for improved communication between community members and the Seminary in particular, which happens to be the largest employer and a major service provider in the community. The dominant perception among community members is that communication is difficult because of the high level of orthodoxy at

the Seminary (compared to local churches). From the perspective of a Seminary affiliate, however, the lack of communication goes both ways: “They [the Seminary] require new students to go to the birthplace for a tour of the history of Wake Forest. No one made us, the Seminary is doing that. If there is one thing the town is proud of, it’s history. Nobody really hears about it though. Newspapers did not inform [the community] that 300 students did this.” Community members agree that Wake Forest’s identity is a major asset, but most would like to see the town’s pride and spirit translated into more involvement and communication.

Comparison of Service Provider and Community Member Perspectives

Both community members and service providers agree that the tradition, history and spirit of Wake Forest are an asset to the town. However, unlike some service providers who believe that the small town atmosphere has created a cohesive community, community members feel that the growth is challenging residents’ connection with the community. Both community members and service providers recognize the need to increase communication between neighborhoods and to encourage newcomers to be actively involved to the community.

At the Forum

During the formal presentation, the student team described the major theme related to community identity: “community members and service providers agreed that community pride and identity are assets, but most would like to see the town’s pride and spirit translated into more involvement and communication.” Six community members expressed interest in joining a small group discussion on community identity. The majority of the small group participants were people living in Wake Forest for a long period of time; however, one member just moved to Wake Forest two weeks ago. The presence of a newcomer made the discussion lively.

The discussion the group generated a list of changes that need to be made in the community in order to preserve its identity using the ORID technique and quotations as triggers for discussion (Appendix H). The participants cited the problem of a lack of communication between community members (old residents and newcomers) as a priority based on the issue's central importance and changeability. The participants were very active and thoroughly enjoyed the opportunity to share their ideas and opinions on the issue. As a result, it was particularly challenging for the facilitators to lead the discussion towards action steps.

Forum Results

The importance of personal involvement by the community members was emphasized during the discussion. The participants agreed that everyone who is interested in nurturing the sense of community identity should become an “ambassador,” reaching new Wake Forest residents by personal contact and word of mouth. Therefore, the participants decided to establish an ambassadorship program, which includes the following elements:

- Ambassadors will be taught how to help newcomers to find a niche in the community
- Community members personally deliver flyers with information about local events to the houses of newly arrived residents
- Community members contact the Homeowners' Association to disperse information on local events
- The Homeowners' Association will assign additional people as community ambassadors

Two participants of the small group were members of the Community Council in Wake Forest. They offered to ask the members of the Community Council to conduct a special evening session for the Homeowners' Association representatives to discuss ways to increase the involvement of new Wake Forest residents in community life. By the end of the small group discussion, the participants decided to ask the newcomer to create and run the community

project. This project will involve bringing community ambassadors to the Homeowners' Association subdivisions and to establish better communication between the ambassadors from the association and the ambassadors from the community.

We hope that the first evening session for the representatives of the Homeowners' Association will be the first step in the process of establishing and improving communication between new and long-time residents of Wake Forest. We anticipate that this process will continue with the ambassadorship community project initiation.

V. Race Relations

Background

The change in racial composition of Wake Forest suggests patterns of migration that may help explain how the community is changing. The 1990 Census recorded the racial composition of Wake Forest as 75.2% White, 23.6% Black and .66% Hispanic. By the 2000 Census, the racial composition had shifted: 79.6% White, 15.8% Black, and 2.1% Hispanic. This suggests that the population is becoming less diverse, with a larger proportion of the population now identified as White. There were no data available on median income, education level, employment or property value by race.

Observations

The team learned about the history of segregation in Wake Forest from people who grew up in the town during that time period. The DuBois Center is located in renovated sections of the old Wake Forest-Rolesville High School in the Northeast section of town. It was operational when the school systems were segregated in the 1960s. The town had previously been integrated, with members of both races attending the same Baptist churches. We were told

during our windshield tour that people who lived in the town had to build a new Baptist church for Black residents to attend. Now, over thirty years later, many churches continue to have same-race congregations. There are two Masonic Lodges in Wake Forest and they are voluntarily segregated as a White Mason Lodge and a Black Mason Lodge.

We noticed on several occasions that physical segregation still exists in Wake Forest. This is most obvious when crossing over the abandoned railroad tracks that run through town. Once the team crossed the tracks, heading to the northeast side of Wake Forest, several team members observed Black families and neighbors gathered in small groups in front of a few houses. Team members also noted that this neighborhood was driving distance (not walking distance) from the nearest grocery store, and there were no fresh food markets nearby. There are three public housing developments in Wake Forest, dated circa mid-1960s, and they were also legally segregated at the time, though it is de facto segregation now.

We learned that the Seminary lacks diversity as well. There are no minority faculty members at the Seminary. Less than ten percent of the students are non-White, with the majority of those being international students.

The DuBois Jazz Festival was mentioned to the team in several conversations as the one racially integrated social event in Wake Forest. The only other integrated event the team attended was the Turkey Giveaway, and that consisted predominantly of White church volunteers serving food to guests, most of whom were Black. The team members' interactions with community residents and the church members were positive and enjoyable, though it was clear that the event was not racially integrated in spirit. Although the Latino community is growing in Wake Forest, the team did not notice Latinos at events nor out in the community. As

outsiders, we perceived the need for additional integrated community events where all races attend as peers.

Service Provider Perspective

“Wake Forest is still very much a railroad-track town.” – Service Provider

Service providers agreed that there is little interaction between different races in the town. Service providers have indicated that the most common arena where people of different races interact is at community events, such as the DuBois Center Jazz Festival, Meet in the Street, and the Martin Luther King Jr. Day celebration. Specifically, service providers indicated that the DuBois Center is the primary place where interaction between races occurs, both through community events and services provided at the Center.

Service providers have also indicated their sense of a physical divide between races in Wake Forest. A set of railroad tracks divides the northeast and southwestern sections of town, which has historically drawn a line between White and Black communities. This division still exists in Wake Forest today, with the DuBois Center community situated directly on the northeastern side of the railroad tracks, and the large historic houses and new, luxury housing developments, like Heritage, located on the southwestern side. Service providers also recognized the need for services for the Latino community, stating in interviews that Wake Forest lacks adequate support systems for the Latino population.

Service providers have indicated that a collective community exists within civic organizations, and can be pulled together when residents want something done in the town. However, a collective community among all races does not exist in Wake Forest.

Community Member Perspective

“Most people right now don’t even encounter people of another race. For people who have lived here, been around and had opportunities to interact, it’s comfortable. Minority people of Wake Forest don’t have opportunities to interact with the rest of the community... The town makes strong effort to recruit them into activities, but kids don’t get involved.” – Community Member

The majority of community members agreed that there is minimal interaction among races in Wake Forest. One community member felt that most of the diversity in Wake Forest was near downtown and less in the subdivisions. However, in mixed neighborhoods and integrated community events such as the DuBois Jazz Festival and joint church services, community members remark that interactions are comfortable. Most community members did not comment on the railroad tracks as a division between the races, but rather a feeling of separation that is rooted deep in history: “This town was really one of the most segregated. We had a Black fire department and a White fire department. Here you have the Black fire department putting out fires in homes next to a White neighborhood. That feeling of separation is hard to root out.” A few community members have also recognized the growing need to reach out to a new community in Wake Forest, the Latino community.

Several community members also expressed that the Wakefield school redistricting has polarized Wake Forest on the basis of race (see Section VII Education for background). To create a collective community, some residents feel that it will take racial as well as economic integration: “When they are living in an integrated neighborhood with their economic peers, it’s much easier to mix socially. But where you have a primarily Black community, they tend to do things within that community.” At least one community member believes “the churches could be the best integrating agencies among us.”

Comparison of Service Provider and Community Member Perspectives

Both service providers and community members concur that most interactions between races occur at community events. However, they appear to be in disagreement over the symbolism of the railroad tracks as a partition between the White and Black sections of town. Whereas service providers sense that the railroad tracks symbolize a physical division of race, community members generally did not mention the railroad tracks or their significance.

At the Forum

Fifteen people gathered to discuss race relations at the community forum using the ORID technique and quotations as triggers for discussion (Appendix H). The group consisted of 4 White women and 11 Black men and women, including 2 Black teenage girls. All participants agreed that change was needed in order to create more genuine and permanent relationships and interactions between the races. Some suggestions included:

- Involving children in forging new relationships
- Changing the perceptions about other races
- Reducing peoples' hesitancy to interact with other races
- Eliminating the fear of interacting with other races
- Implanting a desire within people to get to know other races
- Creating an understanding of different cultures
- Simply getting to know your community and those living in it

Forum Results

The group came to a consensus that getting to know the Wake Forest community was the most important and most changeable way to improve race relations. They brainstormed some necessary action steps and people who could help with each step:

- Ask sponsors and donors to help cover the fees associated with the existing sports leagues so that all children could participate

- Conduct a community assessment to find out how the community wants to address the issue of race relations
- Have the town officials take a windshield tour of Wake Forest
- Initiate a “Get to Know Your Community” weekend organized by the town government
- Start a Neighborhood Clean-Up Day co-sponsored by the public utility company and the community members of Wake Forest

The service provider co-facilitator reminded the group throughout the discussion that “you have to be willing to make an investment in changing things.” This prompted group members to think about making a serious commitment to improving race relations by continuing to meet together. At the conclusion of the discussion, several participants indicated they were interested in forming a group to continue meeting in an effort to fulfill some of the action steps. The co-facilitator volunteered to lead the group, and he collected the names and phone numbers of other group members who wanted to continue their involvement in developing a solution.

VI. Class Differences

Observations

As the railroad tracks appear to separate races, so they divide levels of affluence as well. During our windshield tour, we observed that houses on the southwest side of the tracks were historic and large. The team observed that several of these homes seemed affluent, and occasionally a luxury car was parked in the driveway. Crossing the tracks, the team noticed that the houses were smaller and, in turn, occupied smaller plots of land. The lawns are well kept, but the roads are not. Some parts of the streets have potholes and one side street is not even paved. There are three public housing units in Wake Forest, but at least twice as many new residential developments. We passed through one pair of neighborhoods that seemed to be divided by income; one neighborhood had nicer houses, nicer roads than the other. Our guide

explained that those neighborhoods used to have a real physical barricade between them, but it has since been removed.

The differences between socioeconomic levels in Wake Forest were also noticeable at the public events. For example, at the Chamber of Commerce Business Expo, none of the business booths represented social services available to residents, but booths offering luxury services were abundant (i.e. cosmetic dentistry).

Service Provider Perspective

“Not only is it divided ethnically, it’s socio-economically divided as well... I think there is a socioeconomic divide which sometimes turns into a racial issue.” – Service Provider

Service providers were sympathetic to the relationship between race and socioeconomic status, and saw both as major issues facing the Wake Forest community. Service providers viewed access to affordable health care, transportation, opportunities for educational advancement, and living wage employment as the main issues facing community members of lower socioeconomic status. Due to the lack of public transportation, individuals without cars have a much more difficult time accessing these services that exist in Raleigh.

Community Member Perspective

“It’s important for us to find an affordable neighborhood where our kids can go to a good school and I don’t have to pay \$800,000.” –Community Member

According to several community members, there is a growing socioeconomic gap in Wake Forest. Many community members expressed the opinion that low-income residents without transportation face difficulties in accessing services within Wake Forest and Raleigh. A few community members pointed out the need for a grocery store near downtown Wake Forest. Also, some community members felt that a majority of local businesses, particularly in

downtown Wake Forest, are oriented towards wealthy people living in the community. Some Seminary students expressed a desire to have a coffee shop or other low-cost place for studying and social gathering in the downtown area.

According to one community member, the demands for sidewalks in a low income area were neglected by town and state authorities: “There are many things proposed to be started but never done to perfection. [Town and state officials] weren’t trying for perfection. ‘Just give them what they want to keep them quiet.’ That’s the attitude.” This feeling of being neglected appeared in multiple interviews with community members from lower income areas.

Comparison of Service Provider and Community Member Perspectives

Service providers and community members agreed that there are growing socioeconomic disparities in Wake Forest, most often across racial lines. Service providers were particularly concerned that this limits the ability for lower income community members to access services such as health care and educational opportunities without public transportation, while community members cited the struggle to meet even everyday needs like paying utility bills or being able to afford home repairs. Community members were particularly concerned about lower income residents being able to access healthy foods and to walk safely in their neighborhoods. Service providers seemed to recognize the ego-deflating influence of this growing socioeconomic divide for both adults and youth, particularly with the development of more luxury housing nearby.

At the Forum

During the short formal presentation, the student team described the major theme of class differences: most community members and service providers agreed that there is a growing socioeconomic divide in Wake Forest which hinders the provision of services as well as the sense and function of a collective community. The small group consisted of 4 female

community members and was co-facilitated by a service provider who serves lower income community members using the ORID technique and quotations as triggers for discussion (Appendix H). The small group identified key secondary issues that either promote socioeconomic disparities or prohibit support for lower income levels. The group's ability to determine a set of defined action steps was somewhat hindered by the telling of a few emotionally-charged stories, however, several needed changes were identified. The small group members committed themselves to continuing a dialogue about the important issues they discussed.

Forum Results

The group identified several major barriers for those at the lower socioeconomic level, and identified various ways to meet the needs of those in lower income communities. Specifically, group members thought of these major issues and approaches to solutions:

- Access to supermarkets with healthy food: provide a shuttle bus from the downtown neighborhood to stores on Highway 1, establish a community-owned, co-operative food market near downtown where members can volunteer and buy food at a reduced price
- Safe walkways for pedestrians in low income neighborhoods: build a greenway between the DuBois campus and downtown, build sidewalks in low-income neighborhoods
- Upgrade infrastructure in low income neighborhoods: establish community service program partnerships with local high schools to do home repairs, work with the DuBois Center's existing volunteer program
- Provide local services for youth: fix up the old middle school campus to have after school programs for youth
- Make people of all income levels feel comfortable: as individuals, be welcoming to the entire spectrum of socioeconomic classes to promote a better sense of community across economic differences

During the report back to the large group, one group member committed to continuing the dialogue through continued community discussion and meetings about these salient issues in order to make change.

VII. Education

Background

According to 2004 data, 89.3% of people living in Wake Forest have high school or higher education (Home Town Locator, 2004). The proportion of the Wake Forest population with a bachelor's degree or higher is 43%, and 10.7% of people have graduate or professional degree. These percentages are above the state average. Currently, there are five public schools in Wake Forest which serve approximately 4,630 students: two elementary schools, one middle school, one high school and one academy. There is one private school which serves 25 students in pre-kindergarten and kindergarten grades. There are only private pre-schools available.

The DuBois Center sits on the historic campus of the former W.E.B DuBois School, which opened in 1926 to serve the Black community of Wake Forest. In 1971, the schools were integrated. The name of the DuBois School changed to Wake Forest-Rolesville Middle School. The school outgrew its facility in 1989 (Wake Weekly, 2002). For almost a decade the facility was abandoned until the DuBois Alumni Association purchased the property for renovation. Today, the DuBois Community Center provides after-school tutorial programs, mentoring programs, training workshops, and other community services. The area now also represents a community within Wake Forest.

Public School Redistricting

The Wake County Public School System will be growing exponentially in the next 15 years, increasing student numbers by 64% through 2020 (Pelosi, 2005). The number of students already grossly exceeds the capacity of facilities throughout the county. Wake Forest is not an exception. The county's solution to this problem involves redistricting and setting up modular classrooms to house students until schools are expanded and renovated to meet the demands of the growing population. One of the overflow sites selected was the DuBois Center.

Wake County public school officials proposed to set up modular classrooms for 500 students on the DuBois Center campus. The students moved to these trailers would come primarily from the higher-income part of town across the railroad tracks, and parents of these students were angered about the potential move. After the assignment of the DuBois Center as a temporary location for Wake County public schools, controversy broke when parents of Wakefield, a development outside of Wake Forest, argued that the DuBois Center is too far away, and that it is located in an unsafe neighborhood (ABC Eyewitness News, 2005). Nevertheless, according to the decision of the Wake County Board of Education, students will go to the DuBois Center campus until 2007 when the elementary school in the Wakefield development will be finished.

Observations

On our windshield tour we were told of the large number of families in Wake Forest who home-school their children. At the time, no particular reason for this large sub-group was given, other than the conjecture that the social conditions in schools were worsening. The team saw two schools on our regular route to and from Wake Forest as well as in interviews (Wake Forest

Elementary and Wake Forest-Rolesville Middle School), and both schools appeared to be in excellent physical condition.

Service Provider Perspective

Service providers have cited school redistricting as a major issue facing Wake Forest residents. However, their views of the Wakefield parents' position vary considerably:

"I do not think that they are racist parents. They believe in community schools. DuBois campus would be a wonderful place for [a] school. There is need for a school in Northeast of the town. At the same time, I understand desire of parents to have neighborhood schools. I can see both sides here." – Service Provider

"I think the parents' reactions are blatant racism and I don't think their concerns are valid." – Service Provider

Regardless of the different interpretations service providers hold of Wakefield parents' opposition to the reassignment plan, they agreed that the proposal is a good idea and the DuBois Center neighborhood does not pose a threat to students coming from outside the community. However, a service provider from the Seminary indicated that bussing and the change to a year-round schedule would be a major problem for Seminary students with school-aged children.

Community Member Perspective

"[School redistricting] is not a problem of the town of Wake Forest. It is a tremendous problem for Wake County. We're bringing in an extra 4,000 kids every year which basically means you've got to have one to two new campuses every year. It's just tough to do." –Community Member

Many community members expressed the need for more schools to accommodate the growing number of students in Wake Forest. Several community members recognize that existing schools are overcrowded. They also mentioned the growing trend of home schooling in Wake Forest as an alternative to overcrowded schools and pressures from adolescent peers. Positions of community members on the school redistricting issue varied from active support to strong opposition. One community member felt that school redistricting threatened the quality of education offered in Wake Forest: “There’re some schools here with pretty seedy reputations and as this town continues to grow, people may be dissuaded from moving here if their kids will have to go to a bad school.” Another community mentioned the turnover of teachers as a problem within the school system affecting the quality of education. On the other hand, another community member felt that “it’s good to put schools at the DuBois Center,” which is one of the temporary locations. Nevertheless, many community members stated that the quality and variety of education in private or public schools is an asset to Wake Forest, however, concern about the public school environment was repeated during a focus group with home-schooled children.

Comparison of Service Provider and Community Member Perspectives

Both community members and service providers are concerned about the present and future capabilities of the Wake County public schools to accommodate the needs of students and families in Wake Forest. Most service providers agreed that using the DuBois Center as a site for redistricting was beneficial to the community while several community members expressed a need to keep students local. Community members were also concerned with how growth, turnover, and redistricting will affect the quality of education offered in Wake Forest, whereas service providers felt that community member and parent concerns really revolved around race.

At the Forum

Nine individuals from a variety of backgrounds including students, educators, parents and retirees chose to participate in the Education small group discussion at the forum. The discussion was guided by ORID technique and used quotations as triggers for discussion (Appendix H). The discussion was co-facilitated by an educator who was also a town representative. The majority of the discussion group was aware of the exponential growth of the student population in Wake Forest public schools. Similar to our interviews, the small group discussed their responses to school redistricting, but they did not discuss in-depth the Wakefield parents' issues surrounding the DuBois Center. In the small group people raised concerns about how school redistricting threatens the viability of neighborhood schools, and how that affects their families and jobs. The group decided on the following action steps to address the problems of growth in Wake Forest schools:

- Better allocation of money/taxes
- Bussing
- More year-round schools
- Re-distributing school grades
- Quality of education
- Better use of school facilities
- Contacting legislators
- Planning
- Voting
- Education of public/legislatures about public opinion regarding school growth

Forum Results

The majority of the small group described school redistricting as a effort to curb poor planning, thus the discussion prioritized planning as the most important and changeable issue. The following actions were recommended to address school growth planning:

- Educate the public about the process: Group members expressed the need to educate parents, community members, and town officials on planning issues, strategy options, and future plans regarding Wake County school system
- Continuous involvement by parents: Group members felt that parents should be more involved in Parent Teacher Associations and in voicing their concerns to legislatures
- Involve local government in planning: Group members expressed the need for individuals to contact town officials about need for growth planning in the schools
- Initiate an Education Forum: Group members felt it was important to have a local education forum that involves school board representatives, local government officials (such as town and county commissioners) and parents to discuss growth and planning issues in Wake Forest schools

VIII: Methodology

Secondary Data Analysis

The secondary data – or outside sources of information - used in this assessment include websites, books, brochures, news articles, reports and census data. These data were collected to provide an overview of Wake Forest from an outsider's prospective and to provide a context for the information retrieved in primary data collection (interviews, focus groups, participant observations). The secondary data were organized by general domains noticed early in our interactions with Wake Forest residents: growth and development, downtown, the Seminary, education, race relations, as well as demographics. Information retrieved during this process is used to introduce the perspectives of community members and service providers.

Establishing Rapport with the Community

The team's introduction to the community occurred during a windshield tour in October 2004. The windshield tour was led by our community co-preceptors, Bettie Murchison and Regina Petteway, and community member John Rich. During the windshield tour, the team met

several community members and service providers, due to our preceptors' many contacts in the community. We met staff at the DuBois Center and counselors working out of an office in Massey Apartments, a public housing facility near the DuBois Center. We also met a woman who works at the Wake Forest Chamber of Commerce who became an important resource to us over the course of the year. Upon meeting service providers and community members, we introduced ourselves as graduate students from UNC-Chapel Hill who would be spending the next several months learning about Wake Forest and working with members of the community to identify the town's strengths and needs. When asked to elaborate on why we were in Wake Forest, we said that we hoped that we could provide community members and service providers with an opportunity to talk openly about their feelings about Wake Forest and that those opinions could eventually be used to make improvements within the community. We also explained that our efforts and the community's would culminate in a community forum in April where we would talk about what we've learned and think collaboratively about steps for the future.

At the time of the windshield tour, the team asked the preceptors to recommend events for us to attend to begin meeting community members and making our faces known in the town. We were told first of the Chamber of Commerce Business After-Hours, which became the first event the team attended. Overall, it was a very important evening for our introduction to the community. Our preceptors also suggested attending the Turkey Giveaway, an event co-sponsored by the DuBois Center and the Living Word Church, where turkeys, stuffing, a pancake breakfast, and a sermon were provided to DuBois community members. The team also participated in other events, such as the Art After-Hours, and took several other opportunities to record participant observations when spending time in downtown Wake Forest. Field notes were written upon return to Chapel Hill by all team members participating in the event. Field notes

were then filed by month and stored in the team's locked file cabinet in the School of Public Health.

Identifying and Recruiting Key Informants

The large number of contacts made from the windshield tour and Business After-Hours led naturally into the identification and contacting of key informants for interviews. We used a snowball technique to identify more key informants. After contacting the individuals whom we met at the windshield tour and community events, key informants gave the team the names of other individuals they thought would have a valuable perspective on Wake Forest. Individuals were also identified and contacted for interviews using more extensive contact lists provided by our preceptors. A youth focus group was conducted after a recommendation from one of our preceptors. The Seminary student focus group was arranged because we felt the need to hear students' voices. Service providers whom we met or interviewed assisted the team in scheduling and recruitment for these focus groups. Additional focus groups, with home-schooled children and the Wake Forest Garden Club, were arranged through community member contacts.

Developing and Testing Interview Guides

Our team adapted interview guides used by previous AOCD teams. Service Provider, Community Member and Community Member Focus Group Interview Guides included open-ended questions and prompts. The prompts were used if the interviewee did not understand the question or in instances when more detail was needed. The guides began with emotionally neutral questions such as "How long have you been living in Wake Forest?" and progressed to potentially more controversial topics like race relations and politics. The Service Provider

Interview Guide was pre-tested with one of our preceptors, but due to time constraints and scheduling conflicts we were unable to pre-test the Community Member Interview Guide. Both the Service Provider and Community Member Interview Guides were adjusted according to recommendations from the preceptors and team members. Since we hoped to conduct a focus group with youth, the Youth Focus Group Guide was developed as well. During all interviews there was one interviewer and one or more note-takers. The additional note-takers increased the reliability of the data collected. Focus groups were conducted with one facilitator and two to three note-takers. Interview and focus group notes were typed with the assistance of a tape player. Hard copies of the notes were stored in the team's locked file cabinet in the School of Public Health, and electronic copies were e-mailed to the team's coders.

The UNC School of Public Health Institutional Review Board (IRB) reviewed all of our materials to make sure that our procedure was ethically sound, confidential, and fair to the community. IRB approval was received in December 2004. (Appendix A) The interviews began in January 2005 and continued through April. (Appendix B shows a tally of all team activities)

Data Coding and Analysis

The team used responses from detailed transcribed interview notes to develop a coding tree (Appendix C) as the foundation for the coding process. The data coding and analysis procedure began after each set of interview notes was typed and checked for reliability. Coding was performed using both manual and software coding methods, and were cross checked for reliability. Text analysis software (Atlas.ti v. 5.0) was used to retrieve text relevant to the domain or code. Coded sections were then compiled among all interviews to identify patterns of meaning called themes. The team identified the following domains from the perspectives of both

service providers and community members: Growth and Development, Transportation, Community Identity, Race Relations, Class Differences, and Education.

The Community Forum

Identifying the Forum Planning Committee

The community forum planning process began with the establishment of a planning committee. During the interview process, all participants were asked if they would like to help plan the community forum. Those who expressed interest were asked to attend our first meeting in mid-March. Each of our seven original volunteers was contacted prior to the meetings for a reminder. Three community members and two service providers served on the planning committee, with representation from the Seminary, the DuBois community, the Downtown Revitalization Committee and local churches.

Forum Planning Process

Two team members led the planning committee meetings, with the exception of one meeting where interview findings were shared by the entire team. Getting regular and consistent participation from all initial volunteers was challenging, however, there was representation of various groups and opinions in Wake Forest on the committee.

The forum planning committee met four times between mid-March and mid-April. The team chose a date and a location for the forum based on recommendations from interviews and focus groups (later approved by the committee). The forum planning committee assisted with naming the event, publicity, choosing someone to say a blessing, securing donations, selecting entertainment, organizing the agenda, and editing the program. The committee assisted the team

in selecting the most important and changeable themes to discuss at the forum and provided ideas on how to collapse one theme into another for discussion purposes. After the themes were chosen, the committee recommended community members and service providers to co-facilitate small discussion groups with a team member.

The forum was publicized in several ways. During solicitation, flyers were distributed to area businesses (Appendix D). Flyers were also distributed to local churches and announcements were placed in church bulletins with the assistance of planning committee members. Team members attended the annual DuBois Jazz Festival and distributed flyers to attendees. The forum was also advertised in two articles in the *Wake Weekly* and calendar announcements in the North Raleigh section of the *News and Observer* and in the online newspaper, the *Wake Forest Gazette* (Appendix I). Individual invitations were sent to every person whom the team had interviewed, as well as other individuals recommended by committee members.

Door prizes for the event were solicited by two team members, with assistance in the downtown area from a planning committee member (Appendix E). Donations for catering the event were solicited through telephone contact by a team member with individuals and organizations who had agreed to help cover the overhead costs of the forum.

Event Summary

The community forum, which was titled “Wake Forest: A Community Coming Together” took place at Forks Cafeteria on the evening of Thursday, April 14, 2005. A total of sixty-five community members and service providers attended, and about half were African American and half were White. One Latino family attended. The team developed materials in Spanish in preparation for Latinos attending the event.

When individuals arrived, they were asked to sign in at the door, and were given a name tag, a raffle ticket, and a program. The program contained a team “thank you” to Wake Forest, an agenda, a description of methods used, a list of community strengths, a page for each of six major themes supported by interview quotations, a table of community resources and a page for acknowledgments to all donors and supporters of the event.

The evening began with an opening by Mayor Vivian Jones, followed by an introduction of the team by co-preceptor Regina Petteway. The team then gave a brief PowerPoint presentation (Appendix G) of the AOCD process and resulting themes. Following the presentation, a bilingual blessing was given by a community member. Guests were invited to eat dinner and talk about what they had heard in anticipation of discussion in small groups. During dinner, sign-up lists for small groups were circulated while a bluegrass band played. After dinner, attendees formed five different small groups based on the five major subject areas: Race Relations, Class Differences, Community Identity, Growth and Development, and Education. Each small group was co-facilitated by a team member and either a community member or a service provider. Ground rules were introduced in each group to set the tone for conversation, and the small group discussions were facilitated using the ORID technique, using quotations as triggers for discussion (Appendix H). A volunteer from UNC served as note taker in each of the small groups. The small group discussions lasted about 40 minutes.

After the small group discussion, one participant from each group shared his/her group’s list of change needed, steps to take, and individuals to involve. The reports back to the larger group were followed by the raffling of eighteen door prizes worth about \$850 total. The team then acknowledged everyone who had helped them throughout the AOCD process. The evening ended with closing remarks by the community co-preceptor, Bettie Murchison.

IX. Limitations and Future Considerations

The team recognized that due to time constraints, we were unable to explore in depth certain existing dynamics within Wake Forest. With only one contact in the Latino community, it was difficult to analyze the relationship between the Black and Latino communities. Also, the forum did not generate action steps to improve the relationship between the Seminary and community members. Though we did do a focus group with Seminary students, no students attended the forum. Instead, we used the forum to help bridge the gap between new community members and those who were raised in Wake Forest, as well as supporting relationship-building between people of different races and socioeconomic status. The team also chose to focus on Wake Forest as an entity, instead of directing our attention to one segment of the population (i.e. home-schoolers, DuBois Center). This was limiting in the sense that we lacked some depth in our primary data from each community, but we preferred to sacrifice that depth in exchange for the involvement of multiple groups in Wake Forest. Finally, the sustainability of some action steps discussed at the forum is questionable, because some discussion groups did not have community members or service providers volunteer to begin initiating action steps. Future teams working in Wake Forest could take on any one of these issues and enjoy learning about and contributing to the town in a new way.

We encourage community members and service providers who read this report to return to the lists of action steps and changes needed, and consider taking those lists to your meetings, social events and businesses to raise awareness. It was clear from the forum that many people in Wake Forest share ideals and goals for the community, but the next step is for community stakeholders to work together in continued community dialogue and really consider what it is that each individual can do with these suggested action steps to create change.

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APPENDIX A. COMPLETE IRB MATERIALS

School of Public Health
Institutional Review Board on Research Involving Human Subjects

FORM FOR MODIFICATION OF APPROVED PROPOSALS

Send to: School of Public Health IRB
UNC-CH, CB # 7400, Chapel Hill, NC 27599-7400

For IRB Use

ID _____

Rec'd _____

Expires _____

Full/Even

Date of last approval: 9/1/04

Date of this application: 11/22/04

Title of Project: Action-Oriented Community Diagnosis

Name of Principal Investigator: Melissa McMahon

Names of co-investigators: Cara Biddlecom, Kasey Poole, Nikie Sarris, Zulfiya Chariyeva, Geni Eng
(Faculty Advisor)

(If the principal investigator is a student, give the name of the faculty advisor.

If new staff have been added to the project, provide their UNC-CH ethics certificates.)

For the PI:

Department: Health Behavior and Health Education CB #: 7440

(If this is not your mailing address, please provide one)

Position: Student

Phone #: (919) 966-3909

Fax #: (919) 966-2921

Email

Address: mem2@unc.edu

Funding source or sponsor:

___ federal ___ state ___ industry ___ foundation ___ UNC X Other (*Specify*): No funding source

Are minors involved? [X] yes [] No

Signature of Principal Investigator: _____

Signature of Advisor, if PI is a student. _____

Note: By signing, you are indicating that you have read and approved the attached application for IRB review, and that you have reviewed and approved the student's research project.

This form is to request approval for changes to projects already approved by the IRB. The modification application process involves describing the existing project and the intended change. Since IRB membership, regulations, and precedents change, it is important that the modification application be complete but still concise. For the benefit of new IRB members who have never seen your protocol and for those who haven't seen it since last review, it is important to provide the same information that was in the original application, *including any **past IRB-approved changes to the original protocol***, as well as the proposed changes to the protocol. Expand the area under each question below to provide space for an adequate response.

→ ***Unless all contact with subjects has concluded, enclose current consents, fact sheets, and/or assents, and all instruments used with subjects.***

1. Research protocol. Describe the research protocol. Indicate exactly what subjects will be asked to do. Include information on: Who will collect data, who will conduct procedures or measurements; how data will be collected (self-administered questionnaire, interview, focus group or specific procedure such as physical examination, venipuncture, etc.). Indicate the number and duration of contacts with each subject. Indicate whether (and which) personal identifiers will be attached to data.

As part of the Action-Oriented Community Diagnosis, both interviews and focus groups will be conducted. Community members and service providers will be asked similar, yet perspective appropriate questions (see attached interview & focus group guides). The student team will conduct interviews and facilitate focus groups. These will be one time meetings with each participant that will last approximately one hour.

Focus groups will be planned with members of the community. The students will attempt to schedule and hold focus groups with willing individuals already participating in local group activities. They will be facilitated by one member of the research team, with another team member taking notes.

The research team will conduct personal interviews for research participants who may not have the time, inclination or ability to participate in a focus group. Interviews will not be conducted with those people who have already participated in a focus group; nor will persons already interviewed be participants in a focus group. One student team member will conduct the interview, with another team member taking notes.

Both focus groups and interviews will be tape recorded, with the consent of participants prior to taping. Participants will also be informed that they may turn off the tape recorder at any time during the group.

Identifying information will not be linked to statements made by community members and service providers during interviews or focus groups. Only aggregate information or quotes without identifying information will be used. Characteristics, such as age, sex, ethnicity, and number of years residing in the community may be used when summarizing data.

Is the protocol an analysis of existing data (your protocol never included contact with human subjects)?
[] Yes [X] No. *If yes, go to 10.*

Are you still collecting data from human subjects or have any contact with subjects?
[X] Yes [] No. *If no, go to 15.*

2. Description of human subjects: Include number of subjects, age, sex, minority status, health status, inclusion or exclusion criteria for participants. For federally funded research, indicate what efforts are being made to include women and minorities in the research, or provide a justification for their exclusion.

The human participants for this study include service providers, community leaders, and community members in Wake Forest, North Carolina. Approximately 15 service providers and 25 community members will participate in this research project. Minority status, sex, or health status are not relevant factors in selecting participants. Most participants will be individuals who are over 18 years of age who agree to participate, however, there is the potential for a youth focus group process to occur for children under the age of 18. Appropriate assent/consent forms are attached, as well as a youth focus group guide. All persons who wish to participate will be included in the research.

3. Methods of recruitment. Describe how subjects will be recruited. Indicate who will do the recruiting, and tell how subjects will be contacted. Describe efforts to ensure equal access to participation among women and minorities. Describe inclusion and exclusion criteria.

Service providers and community members will be identified through public records and with the assistance of a community preceptor/field advisor at each site. Service providers and community members identified by a community preceptor will be contacted via telephone or in writing about their availability and interest in participating in this study by the community preceptor. Next, other potential informants will be identified and contacted via telephone, in person, or in writing by the original participating community members and service providers. Using the Recruitment Consent form (see attached), they will ask the other members of the community if they are willing to be contacted regarding possible participation in the project. Only after a potential participant has agreed to be contacted will a member of the research team contact that person to request participation in an interview or focus group.

4. Compensation and costs. Tell whether subjects will be compensated or given inducements for participation. If monetary inducements will be offered, specify the amount and the payment schedule, including information on what will happen if the subject withdraws before completing the study. Identify any costs to participants.

Interviewees will not be compensated or given inducements for their participation. The only costs to participants will be the time spent in the interviews. These interviews are expected to last approximately one hour. The only compensation for focus group participants may be food and/or refreshments provided at the focus group. Focus groups will last approximately 60 minutes.

5. Risks to subjects. Describe all risks, whether physical, psychological, or social. Be sure to consider risks associated with breach of confidentiality. Describe professional attention and facilities to be provided for minimizing these risks. Describe procedures for follow-up when subjects are found to be in need of medical or psychological help, referrals, etc.

Foreseeable physical, psychological, and social risks of participating in this research project are expected to be few. The only potential psychological risk presented by the AOCD is discomfort from an interview or focus group question. This discomfort will be alleviated by telling the participant that he/she does not have to answer the question. Specific risks for service providers may include negative assessments regarding the community and/or the provision of services in the community. If such information were divulged it might place subjects at risk for losing his or her job or may affect the political career of a community leader. However, no names will be attached to interviews and the data will be kept confidential in a locked cabinet at the School of Public Health. The questions for the participants do not include probing of information that might be considered offensive, threatening, or degrading. Interviews and focus groups will focus primarily on the strengths, weaknesses, and directions for development for the communities. All participants have the option (and will be informed of their option) of withdrawing from participation of an interview or focus group at any time. Though participants of focus groups will remain anonymous, they may know one another. To protect them from any risk of statements being shared outside the group, participants will be asked to sign a confidentiality statement agreeing to not talk

about or share the information discussed during the focus group outside of that focus group session. Additionally, focus group participants will be told that they have the option of not answering any question(s) and of turning off the tape recorder at any time.

6. Benefits. Describe direct benefits to the subjects and/or benefits to society anticipated from participation in this research.

Following the completion of AOCD, a written summary of the cultural, social, economic, and health experiences of persons residing in Wake Forest and strengths and needs of Wake Forest will be made available to the community leaders, community members, and service providers. This summary will also include future directions for the community to pursue. A community forum to share the results of the Wake Forest diagnosis will be planned to benefit the community. Participants will potentially benefit from participating directly in a community development process, by having an opportunity to voice their concerns and to create change.

7. Procedures for obtaining informed consent. Describe how consent will be obtained. Include a copy of the consent form you propose to use.

Prior to conducting an interview or focus group, the informed consent brochure/fact sheet detailing the study and their participation will be read aloud and given to participants to read and keep (see attached consent forms/fact sheets). Participants will be informed that releasing certain characteristics (such as ethnicity, age, sex, and number of years residing in the community) will be used only for summarizing data and not linked to any statements they made. The researchers will also make clear that potential subjects who choose not to participate will not be denied access to services they currently use, nor will they be denied access to any services in the future. They will then be asked if they have any questions, all of which will be answered by the researchers. Participants will be asked to sign the consent form indicating their agreement to participate. Participants will be informed that they may use a made-up name for the purposes of this study. The researchers will then proceed with the interview or focus group.

Although names and contact information are collected, these will not be used in any way in the research study or linked to responses. The names and addresses collected will be used solely for general communications, such as inviting individuals who sign an interest form to attend the community forum. Participants may refuse to provide contact information. Identifying information will not be linked in any way with the data collected in interviews or focus groups. Verbal consent for audiotaping will also be secured prior to taping.

8. Confidentiality of the data. Describe procedures for protecting the confidentiality of the data.

Names and other personal identifiers of all participants in interviews and focus groups will not be linked with any collected data. Though names and addresses will be collected, they are used only to invite participants to a community forum at the end of the study and will never be linked to gathered data. Information such as age, ethnicity, and number of years living in the community will only be used to summarize data and will not be linked to specific quotes or information provided by participants. All documents and materials will be kept in a locked file cabinet to which only the research team members have access. Identifying information and collected data will be stored in separate files. The research team will destroy all notes, documents, and materials related to data collection in May 2005 at the completion of the AOCD process.

Audiotaping is preferred for all interviews and focus groups. Permission will be secured from participants prior to recording, and participants will be informed of their right to turn off the tape recorder at any time during the interview. Audiotapes will be erased or destroyed after data analysis has been

completed in May 2005. Until erasure, audiotapes will also be kept in a locked file cabinet to which only the research team members have access.

9. Public release of data. Will data from the study be released to other investigators at some future time? If yes, what additional steps will be taken to protect confidentiality?

Raw data collected throughout the AOCD will never be published. However, summarized data will be available in hard copies to the co-preceptors in addition to local organizations who request copies. The rest of the Wake Forest community will have access to the summarized data through the UNC Health Sciences Library web site. The purpose of this study is to fulfill course requirements for HBHE 240/241: Action Oriented Community Diagnosis.

→ Go to 15.

If your protocol is an analysis of existing data (no contact with subjects), answer the following:

10. Description and source of secondary data. What is the source of the data (e.g., Medicaid records)? What are the data about (e.g., hospital admission records for patients)? Secondary data include tissue samples.

11. Personal identifiers in secondary data. Do the data contain personal identifiers? Does the data contain elements that might permit deductive disclosure of a subject's identity? Does a name/ID linking file exist? If so, who has access to this file?

12. Public data? If the data are publicly available to anyone without restriction, state that. If not, describe access restrictions and any confidentiality agreements required by the provider of the data.

13. Confidentiality of the data. Describe procedures for protecting the confidentiality of the data.

14. Public release of data. Will data from the study be released to other investigators at some future time? If yes, what additional steps will be taken to protect confidentiality?

15. Provide a complete description of proposed modifications. Be sure to include information on how modifications will affect risk, benefits, and confidentiality to subjects. Explain any changes in subject pool, recruitment or incentive. If questionnaires or other instruments have been revised, please highlight the changes on the instrument(s). If applicable, include new consents/assents/fact sheets.

The modifications include:

1. Changing the PI to a student on the team, and listing the student team members, as well as the faculty advisor as co-investigators.
2. Limiting the project setting to one town: Wake Forest, NC.
3. Making allowance for potential involvement of youths in the research through providing additional appropriate assent/consent forms for focus groups.

There are no new or increased risks associated with this proposal modification.

*Do not submit **any** materials by email attachment! IRB records are entirely paper-based. Please submit documents only on paper.*

Send paper documents to: IRB, School of Public Health, CB # 7400, University of North Carolina Chapel Hill, NC 27599-7400



WHAT IS AOCD?

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment

designed to understand the cultural, social, economic, and health experiences of individuals who live in your community. The purpose is to better understand the experiences of members of your community, including youth.

WHAT IS A YOUTH FOCUS GROUP?

A youth focus group is a one-time meeting of 8-10 adolescents like you who will share their ideas and opinions about growing up or living in the Wake Forest community. You are invited to participate in a focus group because we want your ideas, experiences, and opinions about living in Wake Forest, and to learn about issues adolescents face.

Some example questions include:

- What are some things that young people like most living in Wake Forest?
- What are the biggest challenge young people in your community face?

- What kind of activities do young people in Wake forest do for fun?

WHAT WILL YOU BE ASKED TO DO?

You are asked to take part in an AOCD youth focus group. If you choose to take part, you and other youth will participate in groups of 8-10 for 60 minutes with moderators from the UNC School of Public Health. In a focus group, you will have an opportunity to give your perspective of living in the town of Wake Forest.

If you decide to take part in an AOCD youth focus group, you will be asked to sign an “informed assent” form. Signing the form means that you understand the purpose of the AOCD project and what you will be asked to do during the focus group. Signing the form also means that you understand that you can stop taking part in the focus group at any time you want to.

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

You will have an opportunity to share your thoughts about your experiences in the Wake Forest community. You will not be paid for participating in the focus group, but refreshments will be provided during the session. There are

no costs for participating in the study other than your time spent during the focus group. Participation is completely voluntary.

WHAT WILL WE DO WITH THE FOCUS GROUP INFORMATION?

The focus groups will be held at local schools, libraries, and other community settings in Wake Forest, but will be in private rooms to assure privacy and prevent others not participating in the group from overhearing the discussion. With your permission, we will take notes and use a tape recorder during the focus group. Only members of our group will moderate the focus group and listen to tapes.

You have the right to refuse to answer any question or stop the audio tape at any time. The notes and audiotapes will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2005 at the conclusion of the study.

Our team will summarize information that we have gathered from all focus groups as well as interviews throughout the community, and present our findings both written and verbally to your community at a community

forum. All members of the Wake Forest community will be invited to attend.

WILL OTHER PEOPLE KNOW THAT I TOOK PART IN THE AOCD FOCUS GROUP?

No. Your name will never be used in connection with your comments made in the focus group. Everything said in the group will remain confidential, and you must agree to maintain that confidentiality by not repeating to other people what we talked about.

DO I HAVE TO TAKE PART IN THE AOCD FOCUS GROUP?

No. You do not have to take part if you do not want to. Also, you do not have to answer any of the questions asked during the focus group. You can stop taking part in the focus group whenever you want to.

Whether or not you participate in the focus group will have no effect on services obtained in the community or any relationship with the University of North Carolina at Chapel Hill.



WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?

There are few known risks of participating in this project. You may feel uncomfortable talking about what it is like as a kid in this community. You will be reminded several times that you are not required to discuss any issues that make you feel uncomfortable.

WHO IS IN CHARGE OF THIS PROJECT? HOW CAN I CALL THEM?

This is a student project conducted under the supervision of our faculty advisor Geni Eng. If you ever have questions about this project, please call Geni. You can call Geni at her office at the UNC – School of Public Health. The number is 919-966-3909. You can also call collect if necessary. If you have any particular questions to the student team you can call us toll-free at 886-610-8272.

If you wish to know more about the IRB process or you have questions about your rights, you can write the UNC-CH Institutional Review Board:
School of Public Health, CB #7400,
UNC Chapel Hill, Chapel Hill NC 27599-7400.
Or call, collect if necessary, 919 966 3012.

If you are interested in including your child in the AOCD Youth Focus Group, **please read the following agreement statement very carefully.** Then please sign and date this form and bring it to an AOCD Coordinator. You will get a copy of the form for your own records.

This project has been approved by the UNC-CH School of Public Health Institutional Review Board (IRB).

Agreement Statement:

If you agree to participate in our youth focus group, please sign and date this form and return it to _____ by _____.

By signing this consent form, I give my permission to participate in a youth focus group that is a part of UNC-Chapel Hill School of Public Health's Action-Oriented Community Diagnosis (AOCD) in Wake Forest. I have read and understand the information presented in this consent form explaining the Wake Forest ACOD and the youth focus group portion of this project. If I decide not to have my information used, I will tell you in writing.

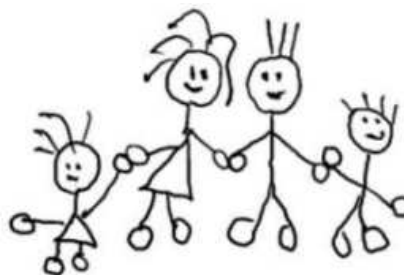
(Your name, please print)

(Your signature and date)

Thank
you!

This focus group will take place at
_____ on the date

**Assent Form for:
Youth who participate in
an AOCD Focus Group**



UNC
SCHOOL OF
PUBLIC HEALTH

Would you like to
participate in an
AOCD Youth Focus
Group?



WHAT IS AOCD?

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment

designed to understand the cultural, social, economic, and health experiences of individuals who live in your community. The purpose is to better understand the experiences of members of your community, including youth.

WHAT IS A YOUTH FOCUS GROUP?

A youth focus group is a one-time meeting of 8-10 adolescents who will share their ideas and opinions about growing up or living in the Wake Forest community. Your child is invited to participate in a focus group because we want his/her ideas, experiences, and opinions about living in Wake Forest, and to learn about issues adolescents face.

Some example questions include:

- What are some things that young people like most living in Wake Forest?
- What are the biggest challenge young people in your community face?
- What kind of activities do young people in Wake forest do for fun?

WHAT WILL YOU BE ASKED TO DO?

You are being asked to give permission for the minor in your guardianship to participate in an AOCD Youth Focus Group. If you allow he/she to take part, your youth and other youth will participate in groups of 8-10 for 60 minutes with moderators from the UNC School of Public Health. In a focus group, your child will have an opportunity to give their perspective of living in the town of Wake Forest.

If you decide to have your child take part in an AOCD youth focus group, you will be asked to sign an “informed consent” form. Signing the form means that you understand the purpose of the AOCD project and what your child will be asked to do during the focus group. Signing the form also means that you understand that your child can stop taking part in the focus group at any time you want him/her to.

WHAT WILL YOUR CHILD GET OUT OF BEING IN THIS PROJECT?

Your child will have an opportunity to share their thoughts about their experiences in the Wake Forest

community. Your child will not be paid for participating in the focus group, but refreshments will be provided during the session. There are no costs for participating in the study other than your child’s time spent during the focus group. Participation is completely voluntary.

WHAT WILL WE DO WITH THE FOCUS GROUP INFORMATION?

The focus groups will be held at local schools, libraries, and other community settings in Wake Forest, but will be in private rooms to assure privacy and prevent others not participating in the group from overhearing the discussion. With your and your child’s permission, we will take notes and use a tape recorder during the focus group. Only members of our group will moderate the focus group and listen to tapes. Your child has the right to refuse to answer any question or stop the audio tape at any time. The notes and audiotapes will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2005 at the conclusion of the study.

Our team will summarize information that we have gathered from all focus groups as well as interviews throughout

the community, and present our findings both written and verbally to your community at a community forum. All members of the Wake Forest community will be invited to attend.

WILL OTHER PEOPLE KNOW THAT MY CHILD TOOK PART IN THE AOCD FOCUS GROUP?

No. Your child's name will never be used in connection with his/her comments made in the focus group. Everything said in the group will remain confidential, and group members must agree to maintain that confidentiality by not repeating to other people what we talked about.

DOES MY CHILD HAVE TO TAKE PART IN THE AOCD FOCUS GROUP?

No. Your child does not have to take part if he/she does not want to. Also, your child does not have to answer any of the questions asked during the focus group. Your child can stop taking part in the focus group whenever he/she wants to.

Whether or not your child participates in the focus group will have no effect on services obtained in the community or any relationship with

the University of North Carolina at Chapel Hill.

WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?

There are few known risks of participating in this project. Your child may feel uncomfortable talking about what it is like as a kid in this community. Your child will be reminded several times that he/she is not required to discuss any issues that make him/her feel uncomfortable.

WHO IS IN CHARGE OF THIS PROJECT? HOW CAN I CALL THEM?

This is a student project conducted under the supervision of our faculty advisor Geni Eng. If you ever have questions about this project, please call Geni. You can call Geni at her office at the UNC – School of Public Health. The number is 919-966-3909. You can also call collect if necessary. If you have any particular questions to the student team you can call us toll-free at 886-610-8272.

If you wish to know more about the IRB process or you have questions about your rights, you can write the UNC-CH Institutional Review Board:
School of Public Health, CB #7400,

UNC Chapel Hill, Chapel Hill NC 27599-7400.
Or call, collect if necessary, 919 966 3012.

If you are interested in including your child in the AOCD Youth Focus Group, **please read the following agreement statement very carefully.** Then please sign and date this form and bring it to an AOCD Coordinator. You will get a copy of the form for your own records.

This project has been approved by the UNC-CH School of Public Health Institutional Review Board (IRB).

Agreement Statement:

If you agree to allow this child to participate in our youth focus group, please sign and date this form and have your child return it to

_____by
_____.

By signing this consent form, I give permission allow my child to participate in an youth focus group that is a part of UNC-Chapel Hill School of Public Health's Action-Oriented Community Diagnosis (AOCD) in Wake Forest. I have read and understand the information presented in this consent form explaining the Wake Forest ACOD and the youth focus group portion of this project. If I decide

I do not want my child's information to be used, I will tell you in writing.

(Child's name, please print)

(Your signature and date)

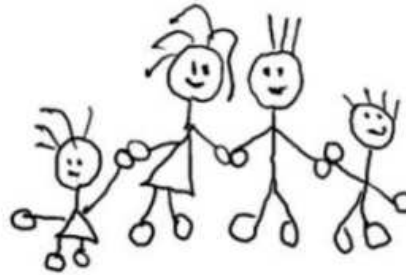
Thank
you!

This focus group will take place at
_____ on the date

Your child will have details explained to them prior to starting the focus group.

AOCD Youth Focus Group?

Consent Form for: **Guardians of youth who participate in an AOCD Focus Group**



UNC
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PUBLIC HEALTH

Can your child
participate in the



WHAT IS AOCD?

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment

designed to understand the cultural, social, economic, and health experiences of individuals who live in your community. The purpose is to better understand the experiences of members of your community.

WHY ARE YOU PARTICIPATING IN AOCD?

You are invited to participate because we want your ideas on the strengths and needs of Wake Forest. Someone in your community identified you as a person who can talk about the views of Wake Forest as a whole.

WHAT WILL YOU BE ASKED TO DO?

You will be asked to participate in an individual interview with two team members from the UNC School of Public Health. The interview is made up of a series of questions about life in Wake Forest. An example of a general question is, “What is it like to live in your community?” There are no wrong answers or bad ideas, just different opinions. The interview will be one-

time only and will take about 60 minutes of your time. If you agree to participate in the interview we will record your response on a piece of paper. Also, if you do not object, we would like to tape record the discussion to make we do not miss anything. Only members of our group will listen to the tapes. The tapes will be erased after our study is over. You can ask us to turn off the tape recorder at anytime.

If you decide to participate in this interview, you will be asked to sign an “informed consent/fact sheet” form. Being read the questions on the form means that you understand the purpose of the AOCD project and what you will be asked to do during the project. It also means that you understand that you can stop taking part in the project at any time you want to.

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

You will have the opportunity to share your thoughts about the future of Wake Forest. You will not be paid to participate in this interview. There are no costs for participating in the study other than your time spent during this interview.

WHAT WILL WE DO WITH THE INFORMATION THAT WE GATHER?

The team will summarize the information gathered from interviews and focus groups (small groups assembled to identify and discuss key issues in the community) and present it both written and verbally to your community.



YOUR PARTICIPATION IS VOLUNTARY AND CONFIDENTIAL.

Any information that you provide will remain confidential. Though your name and address may be collected, it will not be used in any way in the research study or linked to your responses. It will only be used to invite you to attend the community forum.

To protect your privacy, all of the information you provide will be stored only with an identification number, not with your name. Every effort will be taken to protect the identity of the participants in this study. However, there is no guarantee that the information cannot be gotten by legal process or court order.

To ensure “confidentiality,” you can pick a made up name, if you wish, to use during the project so that nobody will see your real name connected with the study.

Information such as age and sex may be gathered during the interview. These descriptive characteristics are collected only to help summarize our data. When we report the data, all identifying information will be removed. Your responses and comments will not be linked to you. The only people with access to all data are the members of the student team and the faculty advisors. All notes and audiotapes containing your interview responses will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2005 when the study is over.

CAN YOU REFUSE OR STOP PARTICIPATION?

Yes. If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You are free to stop participating at any time. You can refuse to answer any questions. During the interview you may ask that the recording be stopped at any time.

Whether or not you participate in the research will have no effect on services obtained in the community or any relationship with the UNC.

WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?

There are minimal physical, psychological, or social risks associated with participating in this study. Although you may not experience any direct benefits, your participation may help to make things better in Wake Forest over time. Your decision to take part in this study will not influence any of the services you receive or might receive. You can say yes or no to our request.



WHO IS IN CHARGE OF THIS PROJECT? HOW CAN I CALL THEM?

This is a student project conducted under the supervision of our faculty advisor, Dr. Geni Eng. You can call Geni, collect if you wish, at her office at the UNC – School of Public Health. The number is 919-966-3909. If you ever have questions about this project, please call Geni. If you have

any particular questions to a student team, you can call us. The toll-free number is 866-610-8272.

If you wish to know more about the IRB process or you have questions about your rights, you can write the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics:
School of Public Health, CB#7400,
UNC Chapel Hill, Chapel Hill NC 27599-7400.
Or call, collect if necessary, 919-966-3012.

If you are interested in participating in an interview, **please read the following agreement statement very carefully.** Then please sign and date this form and give it to one of the interviewers. You will get a copy of the form for your own records.

This project has been approved by the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics.

Agreement Statement:

By signing this consent form, I give permission to the University of North Carolina at Chapel Hill to use my interview information for the Action-Oriented Community Diagnosis.

(Your name, please print)

(Your signature and date)

(Team member signature and date)

Thank you!

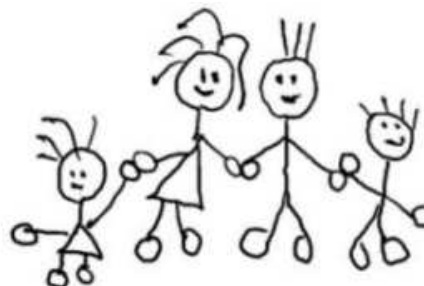


UNC
SCHOOL OF
PUBLIC HEALTH

Would you like to
participate in an AOCD of
your community?

Consent Form for

Community Members



WHAT IS AOCD?

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to understand the cultural, social, economic, and health experiences of individuals who live in Wake Forest. AOCD is a faculty sponsored graduate student project.

WHAT WILL YOU BE ASKED TO DO?

If you decide to participate, you will be asked to participate in a 60 minute focus group, or discussion. We want to learn about your opinions and thoughts about the strengths and challenges of living in your community. There are no wrong answers. Your participation is limited to this one focus group, and you will not be contacted for further sessions.

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

A written and verbal summary of the issues that are discussed in these focus groups and in individual interviews will be made available to community members, leaders and service providers who are interested. We hope that this information will help improve the health status of Wake Forest. You will not be paid to participate in this focus group. However, refreshments will be provided during the focus group session.

WHAT WILL YOU RISK BY BEING IN THIS PROJECT?

The risk to you for participating is minimal. However, talking about life issues can sometimes be uncomfortable.

WILL THERE BE ANY COSTS TO YOU?

The only costs for participating in this focus group are the time and expense for traveling to and from the discussion group and the time spent during the discussion group.



YOUR PARTICIPATION IS VOLUNTARY AND CONFIDENTIAL

Participation is entirely voluntary, and you are not required to give your name or reveal any personal information. You may use a fictitious name if you wish. To respect your confidentiality and that of others, we will ask participants not to discuss the information shared in the focus group.

Information from this focus group discussion will remain anonymous because no names will

be collected. Identifying information, such as age, sex, ethnicity, and number of years residing in your community, will only be used to describe the group and will not be linked to any particular thing that you or others say during the group discussion.

All notes and audiotapes containing your interview responses will be stored in a locked cabinet and will be destroyed in May 2005 at the conclusion of the study.

CAN YOU REFUSE OR STOP PARTICIPATION?

Taking part in this project is up to you. You can choose not to answer any question or stop taking part in the focus group at any time. Not partaking in the focus group will not affect your relationship with anyone in the town of Wake Forest, any services you obtain in Wake Forest, or the University of North Carolina at Chapel Hill.

TAPE-RECORDING

It is important to accurately record the information shared during these discussions. With your permission, I will tape-record the focus group. You have the right to stop the tape-recording at any time. The tapes will be recycled or destroyed after their use for this project is complete.



WHO ARE THE PEOPLE RUNNING THIS PROJECT? HOW CAN I CALL THEM?

AOCD is a student project and there is contact information available for both the student

team and the faculty advisor. If you have any

questions or concerns about this project or would like to receive information on the progress of the project, please feel free to contact, collect if you wish, the Wake Forest student team at (919) 966-3919 or the faculty advisor, Eugenia Eng (919) 966-3909.

This study has been reviewed and approved by the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics, a group that makes sure that study participants are treated fairly and protected from harm.

If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact - - anonymously, if you wish -- the Public Health Institutional Review Board, Office of Human Research Ethics: University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone, collect if necessary, (919)966.3012.

Agreement Statement:

By signing this consent form, I give permission to the University of North Carolina at Chapel Hill to use my focus group information for the Action-Oriented Community Diagnosis.

(your signature and date)

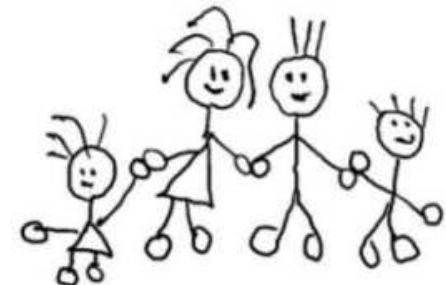
(team member signature and date)



UNC
SCHOOL OF
PUBLIC HEALTH

Would you like to participate in an AOCD of your community?

Focus Group Consent Form for Community Members





WHAT IS AOCD?

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment

designed to understand the cultural, social, economic, and health experiences of individuals who live in Wake Forest. The purpose is to better understand the experiences of members of your community.

WHY ARE YOU PARTICIPATING IN AOCD?

You are invited to participate because we want your ideas on the strengths and needs of Wake Forest. Someone in your community identified you as a person who can talk about the views of your community as a whole.

WHAT WILL YOU BE ASKED TO DO?

You will be asked to participate in an individual interview with two team members from the UNC School of Public Health. The interview is made up of a series of questions about life in Wake Forest. An example of a general question is, “What is it like living in your community?” There are no wrong answers or bad ideas, just different opinions. The interview will be one-

time only and will take about 60 minutes of your time. If you agree to participate in the interview we will be recording your response on a piece of paper. Also, if you do not object we would like to tape record the discussion to make sure we do not miss anything. Only members of our group will listen to the tapes. The tapes will be erased after our study is over. You can ask us to turn off the tape recorder at any time.

If you decide to participate in this interview, you will be asked to sign an “informed consent” form. Signing the form means that you understand the purpose of the AOCD project and what you will be asked to do during the project. It also means that you understand that you can stop taking part in the project at any time you want to.

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

You will have the opportunity to share your thoughts about the future of the community that you serve. You will not be paid to participate in this interview. There are no costs for participating in the study other than your time spent during this interview.



WHAT WILL WE DO WITH THE INFORMATION THAT WE GATHER?

The team will summarize the information gathered from interviews and focus groups (small groups assembled to identify and discuss key issues in the community) and present it both written and verbally to the community.

YOUR PARTICIPATION IS VOLUNTARY AND CONFIDENTIAL.

To protect your privacy, any information you provide will remain confidential. All of the information you provide will be stored only with an identification number, not with your name. Though your name and address may be collected, it will not be used in any way in the research study or linked to your responses. It will only be used to invite you to attend the community forum.

Information such as age and sex may be gathered during the interview. When we report the data, all identifying information will be removed so your responses and comments will not be linked to you. The only people with access to all data are the members of

the student team and the faculty advisors. All notes and audiotapes containing your interview responses will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2005 at the conclusion of the study.

Every effort will be taken to protect the identity of the participants in the study. However, there is no guarantee that the information cannot be obtained by legal process or court order.

CAN YOU REFUSE OR STOP PARTICIPATION?

Yes. If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You are free to stop participating at any time. You can refuse to answer any questions. During the interview you may ask that the recording be stopped at any time.

Whether or not you participate in the research will have no effect on services obtained in the community or any relationship with the UNC.



WHAT ARE THE RISKS OF TAKING PART IN THIS

PROJECT?

There are minimal physical, psychological, or social risks associated with participating in this study.

However one potential risk may be that if you say any bad things about the community or the services you provide in Wake Forest and that information is divulged, you may be at risk for losing your job. Such information could also affect any political career you may choose to have. We will do the best we can to protect you from this risk by keeping all data in a locked file cabinet at the School of Public Health. In addition, your name will never be attached to anything you say. Although you may not experience any direct benefits, your participation may be beneficial to community improvement efforts. Your participation will provide useful information that can be used by the community to plan and improve services available for its residents. After conducting these sessions, we will summarize our findings and present this summary both written and verbally to the community.

WHO IS IN CHARGE OF THIS PROJECT? HOW CAN I CALL THEM?

This is a student project conducted

under the supervision of our faculty advisor, Dr. Geni Eng. You can call Geni, collect if you wish, at her office at the UNC – School of Public Health. The number is 919-966-3909. If you ever have questions about this project, please call Geni.

If you have any particular questions to a student team, you can call us. The toll-free number is 866-610-8272.

If you wish to know more about the IRB process or you have questions about your rights, you can write the Public Health Institutional Review Board, Office of Human Research Ethics:
School of Public Health, CB#7400,
UNC Chapel Hill, Chapel Hill NC 27599-7400.
Or call, collect if necessary, 919-966-3012.

If you are interested in participating in an interview, **please read the following agreement statement very carefully.** Then please sign and date this form and give it to one of the interviewers. You will get a copy of the form for your own records.

This project has been approved by the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics.

Agreement Statement:

By signing this consent form, I give permission to the University of North Carolina at Chapel Hill to use my interview information for the Action-Oriented Community Diagnosis.

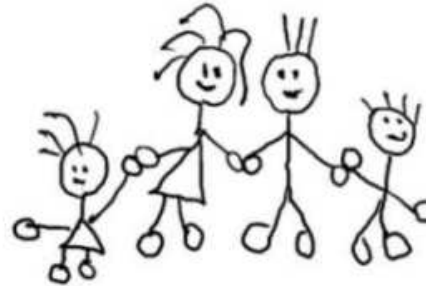
(Your signature and date)

(Team member signature and date)

Thank you!



UNC
SCHOOL OF
PUBLIC HEALTH



Would you like to
participate in a
community assessment?

Consent Form for
Service Providers

Recruitment Consent Form

A team of students from the UNC School of Public Health is conducting a study of the cultural, social, economic, and health experiences of the community. They would be interested in contacting you to participate in an interview or focus group for their study. If you agree to be contacted by the team, you will be given more information about the study and have the opportunity to decide if you wish to participate in it or not. I will not know whether you decide to participate or not. Regardless of your decision, any services you may utilize will not be affected in any way. If you have any questions about the study, you can contact the faculty advisor Eugenia Eng, DrPH.

Eugenia Eng (919) 966-3909
UNC School of Public Health
Dept of Health Behavior and Health
Education
Campus Box 7440
Chapel Hill, NC 27599-7440

May I have permission to give your name and contact information to them?

Purpose of this form:

This is to provide guidelines for service providers and community members to receive permission to release name and contact information of potential interviewees and focus group participants to the Community Diagnosis research team. If an individual agrees to be contacted by the Community Diagnosis research team, more information about the study will be provided and the individual will have the opportunity to decide if he or she wishes to participate. Recruiters will not learn whether or not an individual decides to participate or not. In the case of individuals recruited through service providers, care will be taken to ensure the individual is aware that services he or she may utilize will not be affected in any way. This information will only be released to the Community Diagnosis research team. This guide will be provided to service providers and community members to read to potential study participants.

Focus Group Guide: Community Members

Introduction:

Hello, my name is _____. I'm going to be leading our focus group today. This is _____, who will be taking notes and helping me during our discussion. We will be here about 60 minutes to talk with you about living in Wake Forest. We are interested in your opinions concerning the strengths of your community as well as the challenges it faces. Your insights and opinions on this subject are important, so please say what's on your mind and what you think.

We ask that you do not discuss what you have heard in this room after the focus group is over. Please remember that you do not have to answer any questions that you are uncomfortable with and that there are no right or wrong answers. At this time, we will hand out a focus group confidentiality statement. If you agree with the statement, please sign the form.

1. *Start with icebreaker.*
2. What made you move to Wake Forest? *Probe: Have you always lived in the area or are you new? Did you move/stay because of work, family, or something else?*
3. What is it like living in Wake Forest? *Probe: housing, recreation activities, transportation, employment, schools, community services, access to resources and services*
4. What services and businesses do you use in the community?
5. What services and businesses do you not use in the community? *Probe: Why don't you use these services?*
6. What are service providers like in the community? *Probe: attitude, behavior, how do they help you?*
7. When there are problems in the community, how are they handled?
8. Is there anything else that you want to tell us about your community?
9. Are there people in the community who you think it is important for us to talk to about these issues?
10. We are going to be conducting a community meeting where we will present our findings and discuss them with the community. Do you have any suggestions? *Probe: place, day of the week, time of day, format, who to invite, how to publicize, who should serve on planning group.*

Thank you again for your participation.

Focus Group Guide: Youth

Introduction:

Hello, my name is _____. I'm going to be leading our focus group today. This is _____, who will be taking notes and helping me during our discussion. We will be here about 60 minutes to talk with you about living in your community. We are interested in your opinions concerning the strengths of your community as well as the challenges it faces. Your insights and opinions on this subject are important, so please say what's on your mind and what you think.

We ask that you do not discuss what you have heard in this room after the focus group is over. Please remember that you do not have to answer any questions that you are uncomfortable with and that there are no right or wrong answers. At this time, we will hand out a focus group confidentiality statement. If you agree with the statement, please sign the form.

11. *Start with icebreaker.*
12. How would you describe Wake Forest to someone who has never been here?
Probe: housing, recreation activities/clubs, transportation, schools, sports
13. If someone asked you if Wake Forest is a good place to grow up, how would you respond?
14. If you were Mayor, what would you do to improve Wake Forest?
15. What are some issues that you and your friends face? *Probe: in school, at home, in town*
16. What do you do for fun? *Probe: Where do you hang out?*
17. *IF 15-18 yrs. Old: What are typical jobs for people your age? *Probe: Who are the major employers?*
18. How would you describe your school or schooling? *Probe: public, vocational or home schooled, size of classes, types of classes*
19. How do different people interact at your school? *Probe: different grades, races, genders, and teachers w/ students*
20. What would you like to change about the school environment?
21. We are planning on having a community meeting in the spring to share the information we have gathered in Wake Forest. Would you like to be involved in this event?
Probe: Do you have any ideas of how to get other youth to attend?
12. Who do you think would be good at helping us with the meeting?

Thank you again for your participation.

Community Members Interview Guide

Introduction: Hello, my name is _____. I'm going to be leading our interview today. This is _____, who will be taking notes and helping me during our discussion. We will be here about 60 minutes to talk to you about living in your community and your opinions concerning the strengths of your community and the challenges it faces. Your insights and opinions on these subjects are important, so please say what's on your mind and what you think. There are no right or wrong answers.

General Information about the Community

1. Please describe your role in the community. (Probe: How long have you lived here?)
2. Describe the community.
3. What do people in the community do for a living? (What is their source of income?)
4. How do people from the community get around?
5. What do people do for fun?
6. How are people involved in politics? (voting, talking with community leaders, elections)
7. How do people of different races (ethnicities/backgrounds) interact within the community?
8. How involved are churches in the lives of people in the community? (attend church, participate in church groups)

Assets and Needs of the Community

9. What are some of the best things about the community? (resources, agencies, social gatherings/support, physical environment)
10. What do you think are the major issues/needs community members face? (children, income, elderly, safety, housing, disability, health, sanitation, pests)
11. Which needs do you feel are the most important for the community to address?
12. What do you wish could happen for the community in the next 5-10 years?

Problem-Solving and Decision-Making

13. What kinds of community projects have been started during your time here? How would you explain their success or lack of it?
14. If you were going to try to solve a community problem, whom would you try to involve to make it a success?

Services and Businesses

15. What services/ programs do community members use? (Do those services come here or do residents go to them?)
16. What services/programs do community members need?
17. Where do people go to buy things like food, clothing, medicine, household items, etc?

Recommended Individuals to Interview

18. Is there anyone else whom we should speak with about the community? (service providers, residents) Are you willing to get permission for us to contact them?
 - Describe the specific person or organization
 - Why do you think their opinions and views would be helpful for us to hear?

Recommendations for Community Forum

19. We plan to conduct a forum this spring to share the information we have gathered with the community. Would you be interested in helping us plan this event?
20. Do you have any ideas regarding how to get people to attend? (time, place, publicity)
21. Who else do you think should help us coordinate this forum?

Additional Information

22. Is there anything else you would like to share about the community?

Service Provider Interview Guide

Introduction: Hello, my name is _____. I'm going to be leading our interview today. This is _____, who will be taking notes and helping me during our discussion. We'll be here about 60 minutes to talk to you about what role your group or organization has in the community, and about your opinions concerning the strengths of the community and the challenges it faces. Your insights and opinions on this subject are important, so please say what's on your mind and what you think. There are no right or wrong answers.

Orientation to the Community

1. Do you live in the community? If yes, for how long?

Life in the Community

2. What do people living in the community do for a living? (Where are the jobs?)
3. Is there much unemployment? What contributes to the unemployment?
4. Is there public transportation in the community?
5. How do you feel about the recent growth in Wake Forest?
6. What do people of Wake Forest do for fun?
7. Are people involved in politics?
8. Do you feel like there is a collective community in Wake Forest? Why or why not?
9. How do you think that different community members interact with one another?
10. How do people of different races (backgrounds, cultures, ethnicities) interact within the community?

Services and Businesses

11. How long have you worked in this community? Why did you choose to work here?
12. What is your agency's role in the community? How is your agency financed?
13. What services do you provide to community members?
14. What services are under-utilized?
15. Who in the community is in the most need for your agency's services?
16. What are your biggest barriers/challenges at work?
17. Which community needs are not met by your agency or other organizations in the community?

Roles and Responsibilities of Service Providers

18. What do you see as your organization's role in the community?
19. What responsibilities do you feel you have to the community?

Assets Found in the Community

20. What are some of the best things about the community (resources, agencies, human interactions, and physical environment)?
21. What do you think are the major issues/problems community members face (low income, elderly, safety, housing, and health)?
22. Which problems do you feel are the most important for the community to address?

(Please see reverse side)

Problem-Solving and Decision-Making

23. Do you know of any projects that the community has undertaken together? Were those projects successful? Why or why not?
24. If you were going to try to solve a community problem, whom would you try to involve to ensure success?

Recommended Individuals to Interview

25. Are there people or organizations with which you think we should speak that you would be willing to gain permission for our team to contact?
 - a. Describe the specific person or organization.
 - b. Why would you think their opinions and views would be helpful for us to hear?

Recommendations for Community Forum

26. We plan to conduct a forum this spring to share the information we have gathered with the community. Would like to be involved in this event?
27. Do you have any ideas regarding how to get people to attend (time, place, and publicity)?
28. Who else do you think should help us coordinate this forum?

Additional Information

29. Is there anything else you would like to share about the community?

Thank you again for your participation.

APPENDIX B. WAKE FOREST AOCD ACTIVITIES

| Team Meetings | Description | # Teammates In Attendance* | |
|------------------------------|---------------------------------------|-----------------------------------|------------------------------------|
| 10/4/2004 | Meeting w/ Facilitator and Notetaker | 5 | |
| 10/21/2004 | Meeting w/ Facilitator and Notetaker | 5 | |
| 10/28/2004 | Meeting w/ Facilitator and Notetaker | 5 | |
| 11/4/2004 | Meeting w/ Facilitator and Notetaker | 5 | |
| 11/11/2004 | Meeting w/ Facilitator and Notetaker | 5 | |
| 11/18/2004 | Meeting w/ Facilitator and Notetaker | 5 | |
| 12/7/2004 | Meeting w/ Facilitator and Notetaker | 5 | |
| 1/25/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 2/8/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 2/14/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 2/21/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 2/28/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 3/7/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 3/21/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 3/28/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 4/7/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 4/10/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 4/13/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 4/18/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| 4/25/2005 | Meeting w/ Facilitator and Notetaker | 5 | |
| TOTAL: 20 | | | |
| Meeting w/ Preceptors | | | |
| 10/7/2004 | Windshield Tour / Introductions | 5 | |
| 1/21/2005 | Receive lists of informants / Updates | 4 | |
| TOTAL: 2 | | | |
| Community Events | | | |
| | | Sponsored By | |
| 10/21/2004 | Business After Hours | 5 | Warren, Perry & Anthony Attorneys |
| 11/4/2004 | Business Expo | 3 | WF Chamber of Commerce |
| 11/20/2004 | Turkey-Giveaway | 3 | DuBois Center & Living Word Church |
| 12/11/2004 | Christmas Parade | 1 | Town of WF |
| 1/14/2005 | Art After Hours | 4 | Town of WF |
| 4/9/2005 | DuBois Jazz Festival | 2 | DuBois Center |
| TOTAL: 6 | | | |
| Interviews | | | |
| 11/9/2004 | Service Provider (1) | 2 | |
| 1/10/2005 | Community Members (2) | 2 | |

| | | | |
|---|---------------------------|---|--|
| 1/17/2005 | Service Provider (1) | 3 | |
| 2/2/2005 | SP (1) and CM (1) | 3 | |
| 2/4/2005 | SP (1) and CM (2) | 3 | |
| 2/11/2005 | SP (1) and CM (1) | 3 | |
| 2/17/2005 | SP (1) and CM (1) | 2 | |
| 2/28/2005 | Service Provider (2) | 2 | |
| 3/4/2005 | SP (1) and CM (1) | 2 | |
| 3/19/2005 | SP (1) and CM (1) | 4 | |
| 3/28/2005 | Community Member (1) | 2 | |
| TOTAL: 20 | | | |
| Focus Groups | | | |
| 2/7/2005 | Youth Focus Group | 3 | |
| 2/14/2005 | Seminary Focus Group | 3 | |
| 3/19/2005 | Garden Club Focus Group | 3 | |
| 3/19/2005 | Homeschoolers Focus Group | 3 | |
| TOTAL: 4 | | | |
| Other | | | |
| 1/17/2005 | Tour of Seminary | 4 | |
| TOTAL: 1 | | | |
| <i>* With the exception of team meetings all present took field notes</i> | | | |

APPENDIX C. CODING TREE

1. Community Information

- a. CommRole
- b. DescribComm
- c. PeopleJobs
- d. Unemployment
- e. HowGetAround (Anything under Transportation)
- f. CommGrowth
- g. Entertainment
- h. Politics
- i. RaceInteract
- h. ChurchInvolved
- i. SchoolsDescription- includes Wakefield stuff

2. Assets and Needs

- a. CommAssets
- b. CommIssuesWeakness
- c. MajorCommIssue

3. Services and Businesses

- a. HowlongServiceWorked
- b. WhyServiceWorksHere
- c. AgencyRoleDescrip
- d. ServicesProvidedbyAgency
- e. ServicesUnderUtilized
- f. WhoinMostNeed
- g. ServicesChallenges
- h. NeedsNotMet
- i. ServicesCommUse
- j. ServicesCommNeed

4. Problem Solving and Decision Making

- a. Commprojects
- b. CommProjectsSuccessful
- c. WhoInvolveinCommProblem

5. Recommended Individuals to Interview

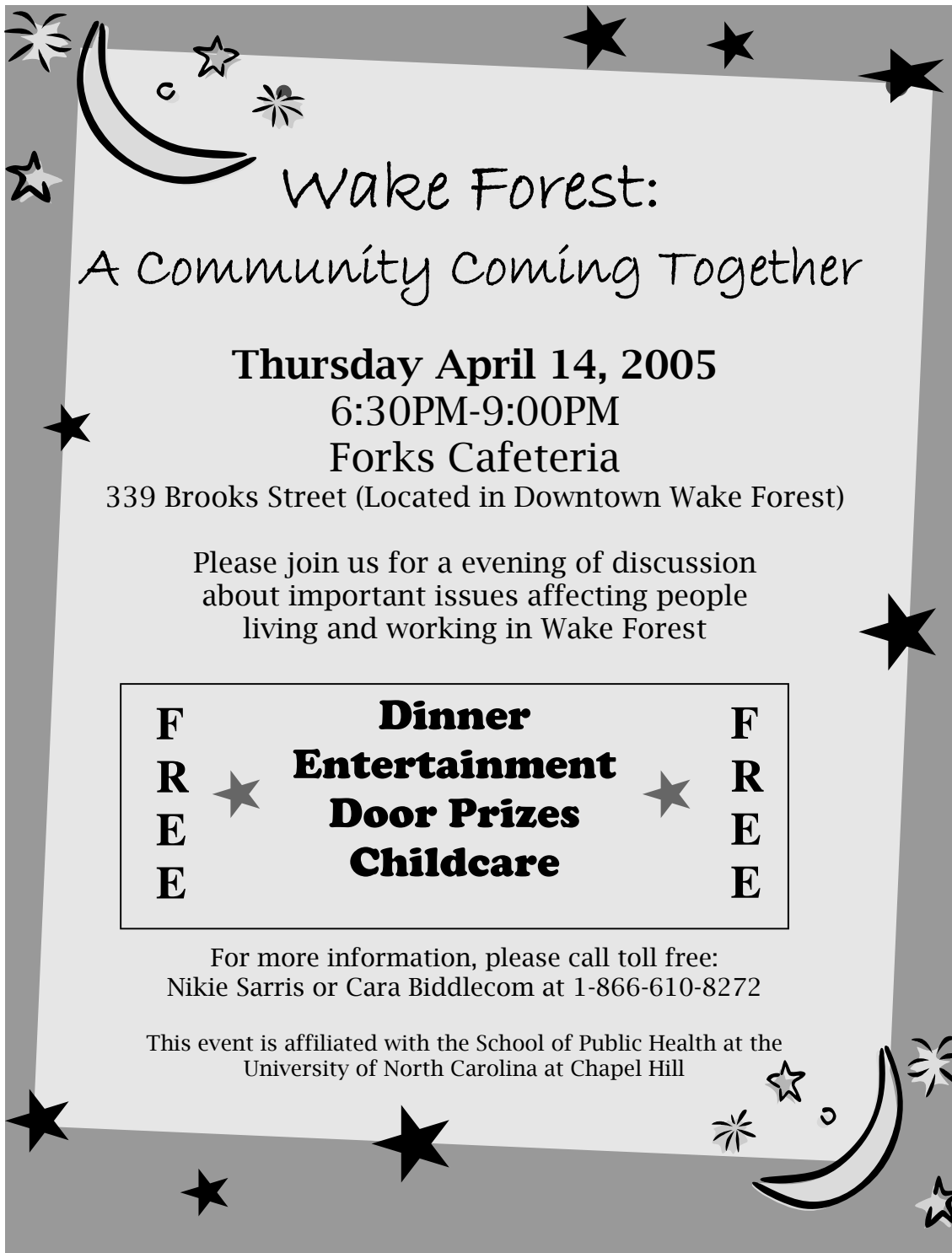
- a. RecommendIndiv
- b. RecommendGroup

6. Recommendations for Forum

- a. ForumRecomm
- b. WillhelpPlanCommitte

7. Great Quote

- a. Q99GreatQuote



APPENDIX E. SOLICITATION LETTER

March 31, 2005

Dear Friend in Wake Forest,

We are graduate students at the University of North Carolina – Chapel Hill. As part of an academic course, we are on a team of 5 students conducting a community assessment. This is required of all first-year students in our program. We are working in Wake Forest because two local service providers requested a team for this area. We are fortunate enough to have spent the last 6 months attending Wake Forest events, interviewing local residents and service providers, and frequenting local restaurants, boutiques and stores.

On April 14, 2005 we will be presenting our results at a community forum entitled *Wake Forest: A Community Coming Together*. This event will start at 6:30 p.m. and will be held at Forks Cafeteria. Because everyone we spoke to mentioned the pride they have in local establishments, we would like to have your business represented at the forum. We are requesting a donation from your business to be given away as a door prize to local residents. We will also have a list of donors present at the forum to give you recognition. This undoubtedly will generate even more goodwill in the community and publicly credit your organization as a generous one.

Your donation is eligible for a tax deduction. The Federal Tax ID number for UNC-CH is 56-600-1393. Should you have any questions, please do not hesitate to contact us by phone at (919) 966-3919 or toll-free at (866) 610-8272.

We thank you for your donation, and hope you can join us on April 14!!

Most Sincerely,

Cara Biddlecom
Community Forum Planning Committee, Co-Chair

Nikie Sarris
Community Forum Planning Committee, Co-Chair

APPENDIX F. FORUM INVITATION LETTER

[Click **here** and type recipient's address]

Dear Sir or Madam:

Our team would like to thank you for allowing us to interview you in conjunction with the community assessment process. We are very excited about the information we have gathered over the past few months, and we look forward to sharing our findings with you in a useful way. To that end, please accept our invitation to

Wake Forest:

A Community Coming Together

Thursday April 14

6:30pm-9:00pm

Forks Cafeteria

(339 Brooks Street in Downtown Wake Forest)

This will be an evening of discussion about the important issues affecting people living and working in Wake Forest. We will be providing free of charge: Dinner, Entertainment, Door Prizes and Childcare. We encourage you to take advantage of this opportunity to hear the perspectives of community members you may have never heard from before, as well as to voice your own opinions about the past and future of the Town of Wake Forest.

A committee of Wake Forest community members played a large part in the planning and preparation for this event so that it can be a meaningful and enjoyable evening for everyone. Come out and share in the fruits of their efforts! We look forward to seeing you there.

Sincerely,

Cara Biddlecom
Zulfia Charyeva
Melissa McMahon
Kasey Poole
Nikie Sarris

APPENDIX G. FORUM PRESENTATION

Wake Forest: *A Community Coming Together*

Co-Presenters

Cara Biddlecom
Zulfia Chariyeva
Melissa McMahon
Kasey Poole
Nikie Sarris

Presentation of Data

April 14, 2005

Thank you, Wake Forest!

- For coming to *Wake Forest: A Community Coming Together*
- For your enthusiasm
- For your participation in this project

Our goals

- To provide an opportunity for you to hear the perspectives of community members and service providers you may not have heard from before, as well as to voice your own opinions about the past and future of Wake Forest.
- We hope that the conversations started tonight will be useful to you as you continue to collaborate and build on the strengths of the community.

Community assessment & team methods

Attended

- Business After Hours
- The Business Expo
- The Christmas Parade
- Art After Hours
- The DuBois Jazz Festival

Community assessment & team methods

- Interviewed 22 community members and service providers
- Conducted 4 focus groups
- Analyzed interviews and focus groups to extract major themes, or recurring topics, about living in Wake Forest

Community strengths

- Strong history and heritage
- Small town where community members support each other
- Family-friendly community
- Safe and quiet neighborhoods
- Successful Community Projects
 - DuBois Jazz Festival
 - Arbor Day Tree Plantings
 - Downtown sidewalks painting project

Major subjects

- Growth and Development
- Education
- Class Differences
- Community Identity
- Race Relations
- Transportation

Education Major Theme

Community members and service providers are concerned about the present and future capabilities of the Wake County public schools to accommodate the needs of students and families in Wake Forest.

Growth and Development Major Theme

There is agreement among most of those interviewed that the growth and development in Wake Forest is a positive change; however, the infrastructure necessary to sustain such growth and accommodate lower income communities is not in place.

Community Identity Major Theme

Community members and service providers agree that community pride and identity are assets, but most would like to see the town's pride and spirit translated into more involvement and communication.

Class Differences Major Theme

Most community members and service providers agree that there is a growing socioeconomic divide in Wake Forest which hinders the provision of services as well as the sense and function of a collective community.

Race Relations Major Theme

Community members and service providers agree that racial interaction is minimal between African American, Caucasian and Latino communities.

Transportation

Major Theme

Community members and service providers agree that public transportation is a major need for the community. Residents without cars face great difficulty in accessing services, because many are located 16 miles away in Raleigh.

Dinner and Small group discussions

After dinner we will break into small groups to talk about the major themes.

Please spend some time over dinner thinking about what group you would like to join!

APPENDIX H. TRIGGERS AND ORID QUESTIONS

Quotes on Growth and Development

(Three different speakers)

“The Y[MCA] has opened and there’s hundreds of families that belong. The Factory is open... Harris Teeter, Heritage Village and Triangle Town Center have all opened recently. Just those projects are enough for any community in America to be proud of.”

“There are 20,000 people in the town. How are we going to move those people to their jobs and back? We have to make sure that there is transportation for them. First issue to solve is roads; second - water and sewage system.”

“I thought 16 years ago Wake Forest was on the threshold of growth. It was an attraction to me... I don’t know whether the plan for development of downtown is a part of a larger plan or not, but it’s probably too late now. They had rules about not having shopping centers on Route 1, but when money was waved, they gave in. There’s a lot more to come. It’s going to be one long mini city.”

ORID Discussion Questions for Growth and Development

ORID: Objective (Getting the facts), Reflective (Emotions, feelings, associations), Interpretive (Values, meanings, purpose), Decisional (Future Resolves)

First thing: Establish ground rules and establish role-we aren’t experts but we are here to facilitate this discussion. This is a participatory process so we would like to hear from everybody.

Objective: *To start off,*

- What specific words or phrases jumped out at you?
- What images come to mind?

Thank you.

Reflective: *Let’s try to think about our responses to what was read.*

- What was your very first response to each quote?
- Can you relate to the person saying each quote? *Can you tell me more about that?*
- What surprised you?

Interpretive:

- How do you think the speaker is feeling in each quote?
- What are these quotes about? *What is going on here?*
- How do these quotes relate to our lives? *What issues do they bring up for you?*
- What are some of the possible causes of these issues?

Decisional:

- What change do you think is needed? *What vision do you have for growth and development in Wake Forest?*

It looks like we have a lot of good ideas here. Can we prioritize them? Which issues are really important and changeable?

- What steps can we take to create this change?
- Who can we ask to help us?

These are some really good ideas. Would anyone like to start working on one of these steps? Would anyone like to be contacted if others are interested in helping move forward in this process?

Quotes on Community Identity

(Two different speakers)

Quote 1:

“There’s a sense of rooted-ness, history, and heritage. People feel like it’s a nice place to live, not just a new town - although there is a lot of newness around it. This is an old town, with a sense of connectivity with the past... Many people still know each other. There is a sense of community and an openness to new people.”

Quote 2:

“Keeping our heritage [is a community challenge]. Too many people have no connection with Wake Forest. We need to get them to feel a part of the community. We don’t want to be Raleigh.”

ORID

Questions for Wake Forest Community Forum

Domain: Community Identity

Objective:

What words or phrases jump out at you?
What images come to mind?

Reflective:

What was your first response to the quotes?
What surprises you in these quotes?

Interpretive:

How do you think the speaker is feeling in each quote?
What are these quotes about?
What are some of the causes of these issues?

Decisional:

What are possible solutions (or What change is needed?)
What can we do personally to make these changes?
What steps can we take to create this change?
Who can we ask to help us?"

Race Relations

“Wake Forest is still very much a railroad track town. There is effort from a few folks to do more about that, but not a communitywide effort. People interact usually at events - like Martin Luther King celebration, Jazz Fest and parades. But these are still taking place in the community instead of inside homes. It's nothing sustainable. Their interactions are centered around events rather than bringing each other into each others' homes.”

ORID Discussion: Race Relations

ORID: Objective (getting the facts), Reflective (emotions, feelings, associations), Interpretive (values, meanings, purpose), Decisional (future resolves)

FIRST THING: Establish Ground Rules and Roles! We aren't experts in the community - you are! We are here to facilitate a discussion. This is a participatory process so we would like to hear from everybody.

Objective

Ok, we are going to start the discussion by just getting the facts about this quote.

- ❖ What words or phrases jump out at you?
- ❖ What are some images that come to mind?

Reflective

Now let's talk about responses.

- ❖ What is your first response to this quotation?
- ❖ Can you relate to the speaker?
- ❖ What surprised you?

Interpretive

We are going to move on now and talk about the meaning of this quote.

- ❖ What is this quote about? (*Probe: What are some of the issues here?*)
- ❖ How does this quote relate to our lives? (*Probe: What issues does it bring up for you? For your family?*)
- ❖ What are some possible causes of these issues?

Decisional

- ❖ What change is needed? (*Probe: What is your vision of race relations in Wake Forest?*)
- ❖ What steps can we take to create this change? (*Probe: Of these steps, which are the most important and changeable?*)
- ❖ What will be our first step?
- ❖ Whom might we ask to help?

Thank you for sharing all of these great ideas. Is anyone willing to start working on the first step? Does anyone want to be contacted if others are interested in helping move forward in this process?

Quotes on Class Differences in Wake Forest
(two different quotes)

“If you live in a community and you’re struggling, you can’t afford to stay where you’re staying, and all of a sudden they build these castles around you... it makes you feel that much more demoralized.”

“Wake Forest is a great community on the surface, you look at how it’s expanding and booming - all the great big houses, with Heritage and Wakefield. People make the assumption that this is a really great place, and it is, it is, but at the same time, there’s a base of people in the lower socioeconomic status who are muddling along, not a lot of progress at that level.”

ORID
Questions for Wake Forest Community Forum
Domain: Class Differences

Objective:

What words or phrases jumped out at you when you heard this quote?
What images come to mind?

Reflective:

What was your first response to the quotes?
What surprises you?

Interpretive:

What are these quotes about?
How do you think each speaker is feeling?
How do you think someone who lives in a new development feels?
What are some of the causes of these issues?

Decisional:

What change is needed?
What can we do to make these changes?
What steps can we take to create this change?
Who can we ask to help us?

Education

Quote 1:

“Schools are not just a problem for Wake Forest. It is a tremendous problem for Wake County. We’re bringing in an extra 4,000 kids every year which basically means you’ve got to have 1-2 new campuses every year. It’s just tough to do.”

Quote 2:

“For people who move a lot, if you move to a community here even though you live near a school, it may not accept you because it’s too full. Although there are a lot of different schools in Wake Forest, the schools aren’t really open to everybody in the area it serves.”

ORID Discussion Questions for Education

ORID: Objective (Getting the facts), Reflective (Emotions, feelings, associations), Interpretive (Values, meanings, purpose), Decisional (Future Resolves)

First thing: Establish ground rules and establish role-we aren’t experts but we are here to facilitate this discussion. This is a participatory process so we would like to hear from everybody.

Objective *Okay, we are going to start the discussion first with just getting the facts about these quotes*

- What are some words or phrases that stick out at you?
- Are there any images that come to mind?

Reflective *Now let’s talk about responses.*

- What is your first response to these quotes?
- Can you relate to either person saying the quote? (Probe: Do either of these quotes surprise you?) Why or why not?

****if there are disagreements:* Okay, so we have these viewpoints. Are there any other viewpoints?

Interpretive *We are going to move on now and talk about the meaning of these quotes*

- What is this quote about?
- What is the actual situation here?
- How do these quotes relate to our lives? What issues do these quotes bring up for you? For your children?
- What are the causes of these issues/problems?

Decisional

- What would you do differently about these issues? (Probe: What is your vision for Education in Wake Forest? What is keeping this vision from happening?)
- What are some possible solutions for this problem?

These are a lot of good ideas. I would like to see if we can prioritize some of these issues.

- Are there any issues that are changeable?
- What steps can we do right now to help solve this issue?

These are some great steps. Are there people we can call about these steps? Is anyone willing to start working on these steps? Does anyone want to start a group to continue to talk about solutions for this issue.